Progress CHECK-UPS

Teacher's Manual
with Student Reproducibles

2

myView
LITERACY

SAVVAS
LEARNING COMPANY

Glenview, Illinois Boston, Massachusetts
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Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 The dog played in the backyard.

○ park near a school

○ yard behind a house

○ field next to a farm

---

2 They built a treehouse to use with their friends.

○ playhouse in the basement

○ meeting space in the garage

○ small space in the branches of a tree

---

3 The searchlights made the city glow.

○ lights from airplanes

○ beams of light from cars

○ powerful lights that can shine in any direction

---

4 It was easy for them to see in the daylight.

○ soft glow of the stars

○ natural light from the sun

○ light from the moon

Name ______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

5 He put jam on his bread.

Which word has the same sound as the a in jam?

○ car ○ pan ○ late

---

6 The cat was black and white.

Which word has the same sound as the a in cat?

○ rack ○ gate ○ yarn

---

7 The bug is on the plant.

Which word has the same sound as the u in bug?

○ you ○ huge ○ run

---

8 The ship is in the water.

Which word has the same sound as the i in ship?

○ win ○ ice ○ nine

---

9 The jet was big.

Which word has the same sound as the e in jet?

○ leap ○ ten ○ beet

---

10 We will fish from the dock.

Which word has the same sound as the o in dock?

○ mom ○ open ○ cone

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Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.8.D

Everglades Adventure

1 Emma looked out the bus window and saw water with plants and trees all around it. The blue and green seemed to go on forever. Today, Emma's class was taking a boat ride through the Everglades.

2 Mr. Smith, the park ranger, met the class when they got off the bus. He told them this was a special place.

3 "There are many plants and animals that live here. Did you know it is the only place where both alligators and crocodiles live?"

4 As the boat slowly made its way through the water, Mr. Smith pointed out plants that grow in the Everglades.

5 "This is called sawgrass," he said, pointing to the plants waving back and forth in the water. He showed them the tall pine trees growing along the sides of the water. Some of the roots pushed out into the water, like long fingers.

6 "Shhh," said Mr. Smith. "Listen." Emma heard birds chirping and wings flapping. A tall, white bird had landed near the boat. Suddenly, it dipped its long beak into the water and pulled out a fish. The Everglades is truly a wonderful place, Emma decided.

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Name ______________________________

11 Which detail from the selection describes the setting?

○ *The blue and green seemed to go on forever.*

○ *Mr. Smith, the park ranger, met the class when they got off the bus.*

○ *"Shhh," said Mr. Smith. "Listen."*

---

12 Where does most of the story take place?

○ At school

○ On the bus

○ In the Everglades

---

13 Which word best describes what the setting is like?

○ Cold

○ Clean

○ Watery

---

14 What do the details in paragraph 6 of the selection tell you? What do they help you understand about the setting? Write your answer on a separate sheet of paper.

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15 Read this sentence from the selection.

> *He showed them the tall pine trees growing along the sides of the water.*

Which other sentence from the selection helps the reader imagine the character's experience while seeing the trees?

A *"Did you know it is the only place where both alligators and crocodiles live?"*

B *Some of the roots pushed out into the water, like long fingers.*

C *Emma heard birds chirping and their wings flapping.*

D *A tall, white bird had landed near the boat.*

Writing – Planning

TEKS PRACTICE 2.11.B.ii

Think of a place that is special to you. On a separate sheet of paper, write the name of your special place. Then write at least two details that tell why it is special to you.

Name________________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 She was filled with joy when she saw her friend.

○ happiness ○ fear ○ shame

---

2 They hid themselves in the shadows.

○ city streets ○ shaded places ○ neighborhood park

---

3 The mouse scurried away.

○ moved quickly ○ crawled slowly ○ sat still

---

4 They moved to the rhythm.

○ beautiful colors ○ block party ○ musical pattern

---

5 If clothes are splattered with paint, they are –

○ washed and dried ○ splashed by dots ○ clean and neat

Name ______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 The kitten is cute.

Which word has the same sound as the u in cute?

○ cut ○ mule ○ sun

---

7 We laughed at the joke.

Which word has the same sound as the o in joke?

○ jot ○ top ○ nose

---

8 She was nice to me.

Which word has the same sound as the i in nice?

○ time ○ kit ○ sick

---

9 I will take my lunch to school.

Which word has the same sound as the a in take?

○ car ○ jack ○ late

---

10 We will play with these toys.

Which word has the same sound as the first e in these?

○ fee ○ get ○ red

Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.8.B

Anyone Can Do It!

1 Trent grabbed a heavy bin filled with glass bottles and lifted it easily. He sighed and wiped his hand on his pants. Almost done!

2 Trent and his classmates had been busy all morning collecting things that people in his neighborhood had used but could not use again. Soon, the items would be picked up and made into new things.

3 "I think this is the last box, Trent," said Lisa proudly, carefully placing a box on top of a bin.

4 Trent nodded. "It goes to show you that anyone can throw away less garbage."

5 Lisa looked up the street to her house. "It's too bad that Jamie is not old enough to help. Maybe next time." Jamie was Lisa's four-year-old brother.

6 "Here comes the truck," said Trent. Suddenly, Jamie ran up to them. He carried a brown paper bag in his hands.

7 "I got some! Lisa, I got some!" Jamie smiled proudly.

8 Inside the bag were sheets from an old coloring book. Trent said, "Thanks Jamie! Just like I was telling your sister, anyone can do it!"

11 Which word best describes Trent?

○ Lazy

○ Athletic

○ Hardworking

---

12 What do we learn about Jamie by what he does?

○ He is shy.

○ He is funny.

○ He is helpful.

---

13 Which word in paragraph 3 shows that Lisa feels good about the work they have done?

○ *Last*

○ *Proudly*

○ *Carefully*

---

14 What does paragraph 5 of the selection help you realize about Lisa? Write your answer on a separate sheet of paper.

Name________________________________

15 Read these sentences from paragraph 1.

> *Trent grabbed a heavy bin filled with glass bottles and lifted it easily. He sighed and wiped his hand on his pants. Almost done!*

These details show you that Trent –

A is big

B is nice

C is hurt

D is strong

Writing – Planning

TEKS PRACTICE 2.11.B.i

Trent and Lisa found a way to help their community by cleaning up. On a separate sheet of paper, make a list of at least three ways you could help your community. Circle the idea you would most like to write about.

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Name ______________________________

TEKS PRACTICE 2.3.B

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Marco is proud of his community.

○ art project from school
○ place where people live, work, and play
○ money earned from work

---

2 Teaching and medical care are services.

○ things that people can buy or borrow
○ places to go in a community
○ work that people do to help others

---

3 The librarian put away books that had been returned.

○ person in charge of a library
○ person who visits a library
○ person who builds a library

---

4 He visited two supermarkets to get ready for the party.

○ large stores that sell food
○ buildings filled with books
○ places to do research

---

5 When she broke her arm, she went to the hospital.

○ place to open a bank account
○ place to care for sick or injured people
○ place where children attend classes

Name________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 The car went very fast.

Which word has the same sound as the st in fast?

○ stop ○ flash ○ train

---

7 He had a big smile on his face.

Which word has the same sound as the sm in smile?

○ while ○ smart ○ sharp

---

8 She played the drum in the band.

Which word has the same sound as the dr in drum?

○ from ○ lump ○ drag

---

9 The plant grew tall.

Which word has the same sound as the nt in plant?

○ tent ○ rang ○ not

---

10 The grape was very sweet.

Which word has the same sound as the gr in grape?

○ give ○ gem ○ grow

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Name ________________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.D.i

Community Gardens

1 All over the country, people are growing vegetables. They are not only farmers. They are regular people growing food in community gardens. These gardens have changed the way many people think about their food and neighborhoods.

2 People might think that community gardens just give people a place to grow tomatoes and carrots. This is not all they do.

3 These gardens can bring people together. People do not just dig in the dirt. They visit and talk while they water plants. They share ideas.

4 In a community garden, people meet their neighbors. People learn about other people who are different from themselves.

5 People can do different kinds of work in a garden. Some people are good at planting seeds. Others can pull weeds. Children can water plants with a hose.

6 Everyone's work helps the plants grow. Neighbors working together make the neighborhood strong. These gardens are as much about helping a community become stronger as they are about growing food.

Name______________________________

11 Which sentence from the selection tells more about who people meet at community gardens?

○ *They are not only farmers.*

○ *In a community garden, people meet their neighbors.*

○ *People can do different kinds of work in a garden.*

---

12 What is the topic of paragraph 6?

○ Visiting with friends

○ People working together

○ What children can do

---

13 The main idea of the selection is that community gardens –

○ help make communities stronger

○ give communities more good food

○ ask people to have a garden at home

---

14 What is the main idea of paragraph 3 of the selection? Use text evidence to support your answer. Write your answer on a separate sheet of paper.

Name ________________________________

15 What is the main idea of paragraph 5?

A Some people are not good at gardening.

B It takes a lot of work to make plants grow.

C Everyone can help a garden in some way.

D Some people do not want to grow vegetables.

Writing – Fiction

TEKS PRACTICE 2.11.B.i

Think about writing a fiction story about a town that starts a community garden. On a separate sheet of paper, write what the setting would be and make a list of the characters you could put in your story. For each character, write a sentence that describes him or her.

Name____

TEKS PRACTICE 2.3.B

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 She was very lonely after her best friend moved away.

○ alone ○ tired ○ confused

---

2 When the horse is angry, he will stamp his foot.

○ step lightly
○ hold his foot in the air
○ forcefully put a foot down

---

3 The mother was scolding her child for making a mess.

○ talking quietly
○ speaking angrily
○ cheering happily

---

4 The boy spread the picnic blanket on the ground.

○ wiped away
○ cleaned well
○ stretched apart

---

5 She pushes the heavy cart with all her might.

○ strength ○ feelings ○ movement

Name ______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the correct answer.

6 We ate the ____ole pizza.

Which consonant group completes the underlined word?

○ ch ○ wh ○ ph

---

7 There are many ____eep at the farm.

Which consonant group completes the underlined word?

○ sh ○ ch ○ th

---

8 ____eck your work when you are done.

Which consonant group completes the underlined word?

○ Wh ○ Sh ○ Ch

---

9 My favorite school subject is ma____.

Which consonant group completes the underlined word?

○ th ○ ch ○ ph

---

10 Her father is wearing a wa____.

Which consonant group completes the underlined word?

○ th ○ tch ○ ph

Name________________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.B

Sea Oats Song

Sea oats flowing
See them blowing
Looking like a stream of grass.

Sea oats blowing
Sunset glowing
Saying soon the day will pass.

Sea oats glowing
Light is going
Night is coming, coming fast.

I will come again some day
To watch the sea oats bend and sway.

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Name ______________________________

11 Which word rhymes with blowing?

○ *Flowing*

○ *Stream*

○ *Bend*

12 What letter sound is repeated the most in the first six lines of the poem?

○ The g sound

○ The s sound

○ The e sound

13 In what stanza does the author compare sea oats to a stream?

○ Stanza 1

○ Stanza 2

○ Stanza 3

14 How is the structure of the last stanza different from the other stanzas? Write your answer on a separate sheet of paper.

Name______________________________

15 Read this line from the poem.

Night is coming, coming fast.

What is a good reason for the poet to repeat the word coming in this line?

A To make the night seem a little bit dangerous

B To give readers two chances to notice the word

C To prove to the reader that night is not there yet

D To match the rhythm of the last line of earlier stanzas

Writing – Revise Drafts

TEKS PRACTICE 2.11.C

Think of a topic for a poem. On a separate sheet of paper, write a poem that uses rhyming words, like the poem "Sea Oats Song." After you finish, go back and make your writing better by making changes.

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Name ______________________________

TEKS PRACTICE 2.3.B

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 He was very excited when his team won the game.

○ thrilled ○ scared ○ confused

---

2 Their favorite song was on the radio.

○ did not like
○ liked less than others
○ liked better than others

---

3 The class went on a tour of the zoo.

○ long bus ride
○ swim in a pool
○ visit to see things

---

4 A guide made their visit to the museum more enjoyable.

○ person who drives a car
○ person who goes on a trip
○ person who shows people around

---

5 We went to explore the hiking trail.

○ look around
○ read a book about
○ build an addition to

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Name ____________________

TEKS PRACTICE 2.2.B.vi

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 The girls ______ to be in the same class.

How can the base word hope be changed for this sentence?

○ hoping ○ hoped ○ hopes

---

7 They were ______ the store when we got there.

How can the base word close be changed for this sentence?

○ closes ○ closed ○ closing

---

8 We ______ our homework from the board.

How can the base word copy be changed for this sentence?

○ copies ○ copied ○ copying

---

9 He ______ his teeth before bed last night.

How can the base word brush be changed for this sentence?

○ brushes ○ brushing ○ brushed

---

10 Her brother ______ her off at school yesterday.

How can the base word drop be changed for this sentence?

○ dropping ○ dropped ○ drops

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Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.8.C

Space Camp Blues

1 Tomas tried to smile at his mother. He could not. She was dropping him off for a week at space camp.

2 "Tomas, don't worry so much. You will make new friends very soon." His mother waved as she drove away.

3 *Easy for you to say, Mom,* thought Tomas. He had begged to go to space camp, but now he felt lonely.

4 Tomas saw a girl picking things up off the ground. "My backpack was open and my stuff fell out!" she said. Tomas helped her pick everything up.

5 "Thanks!" said the girl. "I'm Sarah. Are you new?"

6 "I'm Tomas, and, yes, I'm new," said Tomas.

7 "You'll love it—space camp is the best!" said Sarah. "Which do you like better, robots or rockets?"

8 "Um, rockets, I guess," said Tomas.

9 "I like rockets, too. I'm on a science team, and this year we are going to build a rocket that flies!"

10 Together, the two set off. *Mom was right,* thought Tomas. *I have already made a new friend.*

Name________________________________

11 What problem does Tomas have at the beginning of the story?

○ He doesn't want to go to space camp.

○ He doesn't know where he should go.

○ He doesn't know how to make friends at camp.

---

12 What main event happens in paragraph 4?

○ Tomas meets someone new.

○ Tomas arrives in space camp.

○ Tomas joins the science team.

---

13 Which sentence from the selection shows that Tomas's problem is solved?

○ *He had begged to go to space camp, but now he felt lonely.*

○ *Tomas saw a girl picking things up off the ground.*

○ *Together, the two set off.*

---

14 List the main events of the story. Include at least three events, and write them in order. Write your answer on a separate sheet of paper.

Name ______________________________

15 Paragraph 3 is important to the plot because it is where Tomas finds –

A he has dropped his things on the ground

B himself learning about rockets with other campers

C that space camp will teach him many new things

D he has changed his mind about going to space camp

Writing – Revising Drafts

TEKS PRACTICE 2.11.C

Think of a time you were worried about trying something new. On a separate sheet of paper, write about that time. After you finish a draft, go back and make your work better by editing your writing.

Name ______________________________

TEKS PRACTICE 2.3.D

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Michael will help me arrange the flowers.

○ water and fertilize
○ put in a specific way
○ study what grows best

---

2 Certain plants need to be brought in when it is cold.

○ Green ○ All ○ Some

---

3 The soil was moist to the touch.

○ slightly wet
○ slightly warm
○ slightly rocky

---

4 Please place the dishes on the table.

○ get ○ use ○ put

---

5 The ground is too soggy to play ball.

○ soaked ○ dusty ○ hilly

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Name ____________________

TEKS PRACTICE 2.2.B.iv

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I think he's ready to go now.

Which words make up the contraction he's?

○ he is ○ he was ○ he as

---

7 Tom wasn't going to the movies after all.

Which words make up the contraction wasn't?

○ were not ○ was it ○ was not

---

8 I'll meet you at the park when I am done.

Which words make up the contraction I'll?

○ I will ○ I am ○ I was

---

9 After school, we're going to my grandmother's.

Which words make up the contraction we're?

○ we will ○ we are ○ we were

---

10 What's happening at the park on Saturday?

Which words make up the contraction what's?

○ what was ○ what is ○ what are

Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.D.iii

How Does Your Garden Grow?

1 Picture a garden. Do you imagine a sunny space filled with colorful flowers? Or a big vegetable garden?

2 Flower and vegetable gardens are only two examples. There are many other kinds of gardens, too.

3 For example, a rock garden has rocks and stones. It is perfect for someone who lives in a dry, hot climate. This is because flower and vegetable gardens need lots of water to grow.

4 Sometimes, gardens can help others. During World War I, many Americans had "Victory Gardens." People grew more of their own food. This helped American soldiers get foods they needed from farmers.

5 During World War II, people again grew Victory Gardens. This time, certain foods were harder to get. This was because more of the food that farmers grew was being sent overseas. Many people grew what they needed in their own gardens.

6 After the war, many people decided to keep growing their own food. Today, people are still interested in Victory Gardens, also known as "kitchen gardens."

Name ____________________

11 Why is a rock garden perfect for someone who lives in a dry climate?

○ Rocks do not need water.

○ The rocks are very moist already.

○ Dry climates help rocks keep their shape.

---

12 Which sentence from the selection tells why some foods were hard to get during World War II?

○ *During World War II, people again grew Victory Gardens.*

○ *This was because more of the food that farmers grew was being sent overseas.*

○ *Many people grew what they needed in their own gardens.*

---

13 During World War I, people were more likely to –

○ buy the vegetables they needed

○ begin their own Victory Gardens

○ eat fewer vegetables than before

Name ______________________________

14 Why do people grow different kinds of gardens depending on where they live? Write your answer on a separate sheet of paper.

15 People continued to have gardens after World War II because –

A all of the soldiers came home, and they needed food

B food became harder to get during World War II

C people were interested in growing their own food

D World War II ended and there were food shortages

Writing – Informational

TEKS PRACTICE 2.11.A

Think of an article about starting your own Victory Garden. What would you need to do to get the garden started? What sorts of plants would you grow? On a separate sheet of paper, make a list. Start with your topic and main idea, and then write the details supporting your main idea.

Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 I saw some fox burrows when we went camping.

○ holes ○ enemies ○ families

---

2 You could see ant colonies in the garden.

○ towers ○ groups ○ grounds

---

3 Bison and deer are grazers.

○ animals that eat meat

○ animals that eat prairie dogs

○ animals that eat grasses

---

4 The zoo is going to build an African habitat for the lions.

○ a rain barrel that collects water

○ a small garden with raised beds

○ a place where a plant or animal usually lives

---

5 The prairie is home to many different plants and animals.

○ a large, open grassland with very few trees

○ an area filled with large trees

○ an area with hills and mountains

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Name ____________________________

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 On Sunday, we are going to my cousin's house.

Which word has the same sound as the ay in Sunday?

○ bay ○ back ○ cap

7 I think it will be time to take a break soon.

Which word has the same sound as the ea in break?

○ team ○ bean ○ great

8 I am going to help Tim paint the doghouse.

Which word has the same sound as the ai in paint?

○ hand ○ train ○ ball

9 Those shoes look great in that color!

Which word has the same sound as the ea in great?

○ please ○ jack ○ pail

10 I will pay you back tomorrow.

Which word has the same sound as the ay in pay?

○ pan ○ clay ○ yawn

Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.D.ii

Rebuilding the Prairie

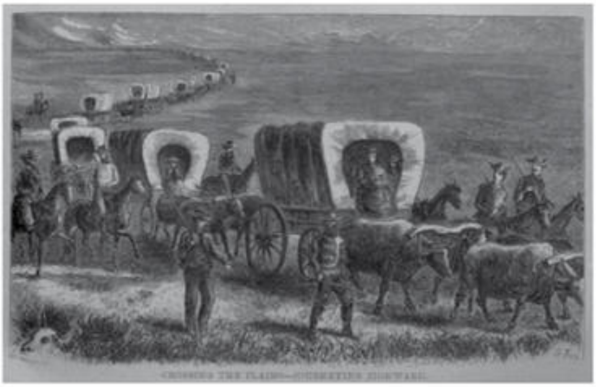
1 Years ago, prairies covered parts of the United States. Many kinds of flowers, grasses, and trees grew. Animals wandered freely.

What Happened?

2 Over time, the prairie began to be used in other ways. Farmers worked the land. Towns and cities were built. The prairies began to disappear.

Restoring the Prairie

3 Today, groups are working in different ways to bring the prairie back. People are helping to clean up water **sources**, such as streams and rivers. They are planting plants that once grew on the prairie. One such plant is **big bluestem**, one of the tallest types of prairie grass.



Wagon trains carrying settlers were once a common sight on the prairie.

Name ______________________________

Looking Ahead

4 More than 350,000 acres of prairie land have been brought back. Protecting the prairie is important. It keeps the land and the animals that live there safe. People can see the prairie as it once was—when buffalo roamed and prairie grasses blew in the wind.

Your New Words

big bluestem one of the tallest types of prairie grasses
sources starting point for something

11 Which section of the selection tells how prairies began to disappear?

○ *What Happened?*

○ *Restoring the Prairie*

○ *Looking Ahead*

---

12 Why is the term "*big bluestem*" bold in the selection?

○ It tells the reader what the selection is about.

○ It stresses information in the next paragraph.

○ It lets the reader know this is an important term.

---

13 To find the meaning of an unfamiliar word or term, a reader would look under the heading —

○ *What Happened?*

○ *Restoring the Prairie*

○ *Your New Words*

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14 How do the picture and its caption help the reader to understand the information in the selection? Write your answer on a separate sheet of paper.

15 A detail that could be included under the heading "What Happened?" might be –

A Buffalo were reintroduced to the prairie.

B Settlers in wagon trains crossed the land.

C The prairie must be cleaned up and restored.

D In time, the land will again be covered with plants and grasses.

Writing – Informational

TEKS PRACTICE 2.12.B

Think about a new place you have visited. What did it look like? What did you see or hear? Think about what kinds of details you would describe. On a separate sheet of paper, make a list of details that describe the place you visited. Draw a graphic feature to illustrate one of the details on your list.

Name ____________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Joe carefully placed his grandmother's bowl on the table.

○ safely ○ hardly ○ really

---

2 My school decorates the halls and the gym for the fair.

○ closes down ○ makes pretty ○ leaves alone

---

3 The lit candle gave off a soft glow.

○ hot ○ shine ○ dark

---

4 My dog slept quietly while I did my homework.

○ not making noise ○ moving quickly ○ shining brightly

---

5 I heard a faint rustle among the trees.

○ loud snap ○ soft sound ○ flashing light

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Name ______________________________

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I took my dog over to the field to run.

Which word has the same sound as the ie in field?

○ thief ○ vein ○ neighbor

---

7 I believe that your cake is done.

Which word has the same sound as the ie in believe?

○ eight ○ brief ○ explain

---

8 My brother and I bought our dad a tie.

Which word has the same sound as the ie in tie?

○ believe ○ weigh ○ lied

---

9 I would love a piece of your mother's pie!

Which word has the same sound as the ie in piece?

○ tied ○ leaf ○ sleigh

---

10 The chief of police came to speak to the entire school.

Which word has the same sound as the ie in chief?

○ niece ○ untie ○ cried

Name ________________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.8.C

Not Yet

1 **July 11:** I am so excited! Today, Grandpa Joe and I looked at the cherry trees in his orchard. The pink and white blossoms are gone. In their place are red cherries! Grandpa picked a few and ate them. He said, "Not yet—they are sour! Soon, though." I can't wait!

2 **July 13:** Grandpa Joe and I walked to the orchard. He picked more cherries. Now, they are even redder! I ate a few of the cherries. They still tasted sour. I shook my head. Grandpa Joe said, "Not yet—soon, though."

3 **July 16:** I think today is the day! The cherries looked even bigger and redder than a few days ago. Grandpa Joe picked some cherries. He ate a few, then gave me some. When I bit into the first one, it was like an explosion of sweetness.

4 I imagined my grandma's cherry pie with vanilla ice cream. I nodded. Grandpa Joe nodded, too, and said, "Time to pick."

5 And so we did!

Name ________________________

11 Where does the selection take place?

○ In the narrator's home

○ In grandma's kitchen

○ In Grandpa Joe's cherry orchard

12 What is the main plot problem that the narrator and Grandpa Joe have?

○ They don't like cherries.

○ They are waiting for the cherries to ripen.

○ They want Grandma to make a cherry pie.

13 The narrator knows the cherries are not ready to eat because –

○ the narrator and Grandpa Joe disagree

○ some of the cherries Grandpa Joe picks are sour

○ the narrator takes the cherries to his grandmother

Name ______________________________

14 What details in the selection tell you that the cherries are ready? Write your answer on a separate sheet of paper.

---

15 The author describes the setting and plot elements of the selection by —

A talking about the seasons

B drawing pictures of the trees

C writing about the weather every day

D keeping a diary of everything that happens

Writing – Informational

TEKS PRACTICE 2.11.B.i

People do different things in each of the different seasons of the year. What is your favorite season? What do you like to do then? On a separate sheet of paper, make a numbered list of the activities you enjoy.

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TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 When we took the ferry, a flock of gulls followed us.

○ group ○ collection ○ single

---

2 The soccer players huddled together to try to stop the other team.

○ crowded ○ bundled ○ dressed

---

3 The ice hockey rink was shaped like an oval.

○ rectangle ○ egg ○ square

---

4 The penguin room at the zoo looked like a glacier and felt almost as cold!

○ Antarctic fish
○ black-and-white seabird
○ small whale

---

5 A duck's walk is more like a waddle because it moves so slowly.

○ jumping high
○ running fast
○ walking with short steps

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Name ______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I think our girls' soccer team will have a great year.

Which word has the same long e sound as team?

○ tried ○ vein ○ week

---

7 Each of us worked on the project.

Which word has the same long e sound as each?

○ feeling ○ weigh ○ explain

---

8 My street is one of the oldest in our town.

Which word has the same long e sound as street?

○ meal ○ untie ○ lied

---

9 Are you going to go to Jamal's party on Saturday?

Which word has the same long a sound as party?

○ pie ○ money ○ try

---

10 Do you have the key to get into the classroom?

Which word has the same long e sound as key?

○ angry ○ fry ○ cried

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Name ____________________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.8.B

A New Friend

1 Emma's Uncle Steven said there was a surprise waiting for her in the barn.

2 "Emma, I need that pail hanging on the hook. Go get it for me, will you?"

3 She walked quickly to a stool. She climbed up and grabbed the bucket.

4 Then Emma heard a noise! It came from the stall of Silver, one of her uncle's horses. Carefully, Emma looked into the stall.

5 Next to Silver was a small white horse—a baby! *No! They are not called babies*, Emma thought. *They are called foals!*

6 She heard her uncle behind her.

7 "Surprise, Emma!" he said. "He's only five days old."

8 "He's wonderful," whispered Emma.

9 "Well, I'm going to need some help with him, Emma. Would you like to help take care of him? He can learn about you, and you can learn about him."

10 "Oh, yes," Emma said. "I know we are going to be great friends."

Name ____________________

11 Which word best describes Emma at the beginning of the selection?

○ bored

○ curious

○ unfriendly

---

12 Which sentence best describes Emma when she hears a noise in the barn?

○ She rushes to see what is making the noise.

○ She looks carefully because she is unsure.

○ She is frightened and runs away from the noise.

---

13 How does Emma feel about helping with the new foal?

○ She is excited to help out with the foal.

○ She is nervous about caring for the foal.

○ She does not feel like helping in the barn.

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Name ______________________________

14 What details in the selection suggest that Emma is interested in horses? Write your answer on a separate sheet of paper.

15 When Uncle Steven tells Emma to go into the barn before he does, it shows that he –

A wants Emma to stay out of the way

B is running behind with his other work in the fields

C has to keep an eye on Emma because she is young

D wants Emma to be surprised when she sees the foal

Writing – Informational

TEKS PRACTICE 2.11.D.vi

Think about a time when you had to help someone. On a separate sheet of paper, describe that experience. Make sure that you use prepositions and prepositional phrases correctly in your writing. Remember the characteristics of informational writing as you write.

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Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 I like our climate because we have all four seasons.

○ today's temperature
○ strong storms
○ weather over time

2 At our family reunion, each generation had stories to tell.

○ all different ages
○ group born at about the same time
○ only the oldest family members

3 My brother loves to read about insects, especially moths.

○ animals with two legs and two wings
○ animals with six legs and three main parts to their bodies
○ animals with eight legs and two main parts to their bodies

4 Each student wrote about their favorite mammal.

○ warm-blooded animals with feathers, wings, and a beak that lay eggs and are often able to fly
○ cold-blooded animals with dry, scaly skin that lay eggs
○ warm-blooded animals, often covered with fur, that feed their young with their milk

5 Every fall, I watch the migration of Canadian geese.

○ movement ○ running ○ jumping

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Name ____

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I was not able to go because I had to mow the lawn.

Which word has the same sound as the ow in mow?

○ coat ○ cow ○ doubt

---

7 Steven was tired after carrying a heavy load of books.

Which word has the same sound as the oa in load?

○ boss ○ flow ○ cloud

---

8 Underwater grasses grow below the dock.

Which word has the same sound as the ow in below?

○ throw ○ plow ○ flower

---

9 Are you going to open that bag of oranges?

Which word has the same sound as the o in open?

○ mop ○ poem ○ brown

---

10 I only have to dry the dishes, and then I can go.

Which word has the same sound as the o in only?

○ money ○ bone ○ lost

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Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.6.G, 2.9.D.ii

Moving Giants

1 The African savannah is a large grassland. It is home to the African elephant.

The Dry Season Arrives

2 There are two seasons in the savannah: dry and rainy. In the dry season, elephants leave the savannah to find food and water. They return in the rainy season.

On Their Way

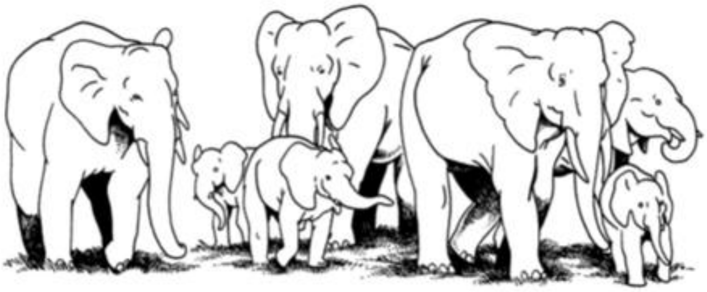
3 Elephants travel in groups. Older female elephants often lead.

Elephants Remember

4 Elephants can remember places they have been. This is important when the dry season is very long and the elephants must travel great distances.

Why Is Migration Important?

5 Elephant migration can help other animals, too. As elephants travel, they knock down trees. This helps them get to roots and plants to eat. This allows new plants to grow for other animals to eat. Elephants also dig for water and leave behind small pools. Other animals can drink the water, too.



Name ______________________________

11 What is the key idea of the section below the heading "Elephants Remember"?

○ Elephants do not always know where to migrate.

○ Elephants can recognize places they have traveled.

○ Elephants are often lost and do not know where to go.

---

12 In what section would a reader find information about older female elephants?

○ *The Dry Season Arrives*

○ *On Their Way*

○ *Why Is Migration Important?*

---

13 A detail that supports the fact that elephants migrate every year is –

○ they tear down trees when walking

○ they always leave the savannah during the dry season

○ they make small pools of water for other animals

Name ______________________________

14 What details help support the idea that elephant migration helps other animals? Write your answer on a separate sheet of paper.

---

15 The graphic helps the reader understand –

A what an elephant migration looks like

B how elephants dig for water

C when the elephants begin their migration

D where the elephants migrate to every year

Writing – Informational

TEKS PRACTICE 2.11.D.x

Think about the yearly migration of an elephant, a monarch butterfly, or another animal that migrates. On a separate sheet of paper, write a short article about one year in the life of an animal that migrates. Make sure you put commas in the correct places. Remember the characteristics of informational writing as you write.

Name ____________________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 I felt a sense of contentment after taking the test.

○ happiness ○ doubt ○ upset

2 My older brother stomped away in a rage.

○ bunch ○ anger ○ walk

3 I have hopes that my math grade will improve.

○ wishes ○ ideas ○ numbers

4 The soccer team lost twice and faced a lot of disappointments before we won a game.

○ failures ○ excitement ○ happiness

5 Joseph became alarmed when he could not find his backpack.

○ fearful ○ cold ○ playful

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Name ____________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 Last winter was very mild.

Which word has the same sound as the i in mild?

○ dinner ○ flip ○ kind

7 I tried to get to the library before it closed.

Which word has the same sound as the ie in tried?

○ cried ○ field ○ piece

8 It was a fine spring day.

Which word has the same sound as the ie in fine?

○ dive ○ eight ○ middle

9 I might go with you to the farmers market.

Which word has the same sound as the igh in might?

○ eighty ○ tonight ○ weigh

10 We cannot use the swings until the paint is dry.

Which word has the same sound as the y in dry?

○ angry ○ cherry ○ try

Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.6.G, 2.9.A

The Frog in the Pail

1 There was a frog that liked to chase flies. One day, he followed a fly inside a barn. The fly quickly got away, but the frog saw something else. He hopped closer to the tall and shiny thing that caught his eye. He tried to hop on top of it. Before he knew what was happening, the frog found himself inside a pail. It was half filled with milk from the barn cows.

2 The milk was a warm and smooth liquid. The frog had never felt anything like it before. He enjoyed swimming in it. He also liked the taste much better than the water in the pond. The frog played in the milk for a while.

3 When the frog was ready to look for more flies, he tried to hop out. He soon found that the top of the pail was too high for him to reach. The frog tried to stretch his back legs, but it was no use. He tried climbing up the sides, but the pail was too slippery.

4 The frog felt tired. But he refused to give up. He kept swimming and kicking his legs until he churned the milk so much that it started to become a solid lump. The frog was turning the liquid milk into butter! When the butter was hard enough, the frog easily leapt out of the pail.

Never give up.

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Name ______________________________

11 This selection is a fable because —

○ it is based on a true story

○ it is about a land that does not exist

○ it is short and teaches a lesson at the end

---

12 How did the frog end up in the pail?

○ He thought that it contained flies.

○ He was trying to hide from danger.

○ He tried to jump on top and fell into it.

---

13 How does the frog solve his problem in the selection?

○ He kicks his legs until the milk turns to butter.

○ He waits for someone to come and get him out.

○ He waits until the pail is filled with milk, then swims out.

---

14 What are the most important events in the fable? Why? Write your answer on a separate sheet of paper.

15 The moral of this story teaches the reader that –

A it is important to keep trying

B frogs should stay away from pails

C being curious can be a good thing

D it does not pay to be too curious

Writing – Poetry

TEKS PRACTICE 2.12.A

Think of a lesson that you might have learned when you faced a problem. How would you describe that lesson in a poem? On a separate sheet of paper, write three ideas about your poem's topic.

Name ______________________________

TEKS PRACTICE 2.3.D

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 The moccasins were made of deerskin and decorated with beadwork.

○ shoes ○ sports ○ streets

---

2 We have great admiration for my uncle.

○ respect ○ friendship ○ time

---

3 Toby was exhausted after shoveling snow.

○ alone ○ believed ○ tired

---

4 We learned that American Indians made medicines from many different plants.

○ nature ○ cures ○ deerskins

---

5 A messenger delivers packages to earn money.

○ hero ○ truck ○ carrier

Name ______________________________

TEKS PRACTICE 2.3.C

Phonics

Directions: Choose the word with the comparative ending that best completes each sentence.

6 I think the dog is much ______ than the cat.

○ largest ○ larger ○ large

---

7 The fall season is the ______ time of year for my family's apple orchards.

○ busy ○ busiest ○ busier

---

8 My pet hamster is ______ than my bird.

○ friendliest ○ friendly ○ friendlier

---

9 That puzzle was the ______ one I have ever solved.

○ hardest ○ hard ○ harder

---

10 Yesterday was a ______ day than today.

○ hottest ○ hotter ○ hot

Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.10.A, 2.10.B

How the Chipmunk Got Its Stripes

1 Once upon a time, all the animals met. “Friends, shall we have night all the time, or day?” asked Black Bear.

2 All the animals began to talk at once. There was so much noise that it could not be decided what was best.

3 At last, the animals grew tired of talking—all except Chipmunk, that is. He sang, “We will have light, and then night. We will have light, and then night.”

4 Black Bear, who wanted it to be night all the time, grew tired of Chipmunk’s singing. So, he took a nap.

5 All night long, Chipmunk sang his song.

6 At the first rays of light, Black Bear woke up. While he had slept, daytime had come. He realized that because of Chipmunk’s song, there would be both day and night.

7 Black Bear was very angry. He grabbed Chipmunk with his paw. But Chipmunk laughed and ran away.

8 Today, you can see black stripes on a chipmunk’s back where the bear’s paw touched him long ago.

9 Ever since then, because of Chipmunk’s song, we have had day and night.

Name ______________________________

11 This selection is a legend because —

○ it is a true story based on real characters
○ it is a story that takes place in the future
○ it is a story that tells about a hero or an event

12 The author uses the words *"Once upon a time"* to —

○ explain how animals could once talk
○ show that the story took place long ago
○ describe what will happen next in the story

13 How does the author use Chipmunk's song to help tell the story?

○ The song shows why we have both day and night.
○ The song makes Black Bear decide that he likes day and night, too.
○ It shows how chipmunks have become known for their chirpy sounds.

14 What words does the author use to show that Chipmunk feels strongly about day and night? Choose two details that support your answer. Write your answer on a separate sheet of paper.

Name ______________________________

15 The legend helps to explain why –

A chipmunks look the way they do

B chipmunks sleep during the winter

C chipmunks can make singing noises

D chipmunks and bears do not get along

Writing – Poetry

TEKS PRACTICE 2.12.A

Think of an animal you know. On a separate sheet of paper, write a short poem about this animal. In your poem, use words that will help describe what the animal looks or sounds like.

Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 The cherry tree blossoms begin appearing in spring.

○ flowers ○ divisions ○ openings

---

2 The shop owner showed us a very expensive painting.

○ costly ○ slippery ○ reasoned

---

3 Rosa took her bicycle to the mechanic at the shop.

○ artist ○ librarian ○ worker

---

4 My mother forgave my little brother after he dropped her favorite bowl.

○ followed ○ excused ○ reminded

---

5 Katy and I were stranded at school.

○ apart ○ hidden ○ stuck

Name ____________________

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Choose the word that has the same sound as the *r*-controlled vowel in the underlined word.

6 Which word has the same sound as ir in chirp?

○ airplane ○ birthday ○ fire

---

7 Which word has the same sound as the er in alert?

○ hero ○ merry ○ perfect

---

8 Which word has the same sound as the ur in burn?

○ hurt ○ our ○ pour

---

9 Which word has the same sound as the er in serve?

○ cheer ○ here ○ verb

---

10 Which word has the same sound as the ur in church?

○ turn ○ poured ○ your

Name ______________________________

Reading Comprehension

Directions: Read the selections. Then answer each question.

TEKS PRACTICE 2.9.A

Tom Thumb and the Mouse

1 There once was a boy so small that his parents named him Tom Thumb. As a baby, his bed was a walnut shell.

2 One day, Tom found a hole in the wall. He did not realize the hole was deep and fell in.

3 "Hello!" said the mouse who lived in the hole.

4 "Can you help me?" asked Tom.

5 The mouse nodded and carried him. Soon Tom was out of the hole. He had also found a new friend.

Thumbelina and the Mouse

1 Long ago, a baby girl was born. She was so tiny that she slept in a walnut shell. Her mother named her Thumbelina.

2 Many years later, Thumbelina was taking a walk outside her cottage. She got lost.

3 "I'll help you," said a field mouse. "I know these woods. Tell me where you live."

4 Thumbelina described her home to the mouse. The mouse led Thumbelina back to her home.

Name ______________________________

11 An important lesson in both folktales is —

○ respect for nature

○ the importance of friendship

○ how hard it can be to grow up

---

12 What is one difference between the two stories?

○ One story is inside a house, and the other is in a cottage.

○ One story is about a small boy, and the other is about a small girl.

○ One story is about being very small, and the other is about being very tall.

---

13 How is the mouse in each story different?

○ One is in a hole, while the other is under a leaf.

○ One is running, while the other is out for a walk.

○ One lives in a house, while the other lives in the woods.

---

14 How are the two selections the same? Write your answer on a separate sheet of paper. Choose three details from the selections to support your answer.

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Name ________________________________

15 The authors of both stories use the words “*walnut*,” “*tiny*,” and “*small*” to show –

A how little the children were

B the materials in the children’s clothing

C the types of furniture in the mouse hole

D how nature took care of the two children

TEKS PRACTICE 2.12.A

Writing – Poetry

Think of the stories you just read. How would you describe the mice in a poem? On a separate sheet of paper, write a poem about the mice. Use alliteration in your poem.

Name ______________________

TEKS PRACTICE 2.3.B

Vocabulary

Directions: Choose the word or word group that most closely matches the meaning of the underlined word.

1 In the past, American Indians survived by using natural resources.

○ created at festivals

○ produced by nature

○ from towns and cities

---

2 We gave a speech about how sports can be important in society.

○ nature ○ health ○ community

---

3 I pick up trash in the forest to show respect for the Earth.

○ direction ○ quiet ○ honor

---

4 My grandmother's cure for a bad cold is chicken soup.

○ medicine ○ thought ○ use

---

5 Jamal described his family traditions in class today.

○ dreaming ○ examples ○ customs

Name ____________________________________

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I will tell you all about my new dog.

Which word has the same sound as the ou in about?

○ blow ○ clown ○ toy

---

7 My baby brother likes toys that are round.

Which word has the same sound as the ou in round?

○ grow ○ power ○ oil

---

8 Jake and his sister Anna have brown eyes.

Which word has the same sound as the ow in brown?

○ broil ○ sound ○ joyful

---

9 Milk sitting out on the counter will spoil.

Which word has the same sound as the oi in spoil?

○ growl ○ howl ○ boy

---

10 We saw a painting of the royal family.

Which word has the same sound as the oy in royal?

○ bow ○ point ○ jump

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Name ____________________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.10.A, 2.10.B

American Indian Drums

The Drum

1 The drum is a special instrument to many American Indians. Drums are used for many important events.

How Drums Are Used

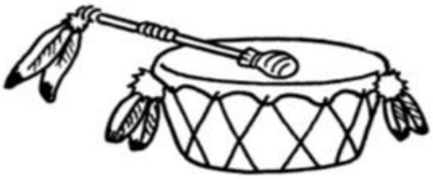
2 Each American Indian group uses the drum for different things. Some groups say the beat of the drum can change the weather. Other groups say they can talk to animals with their drums. Some believe that the drumbeat can help people feel better. For many American Indian nations, the drum is like the heartbeat of the Earth.

How Drums Are Played

3 Some American Indian drums are played by hand. Others are played with something that looks like a stick. The drummer hits the top and sides of the drum to make the beats.

How Drums Are Made

4 American Indian drums are usually made from things in nature. People use wood and animal skins to make the drums.



Name ____________________________________

11 The main purpose of this selection is to –

○ tell people how to make an American Indian drum

○ explain a story about nature and American Indians

○ describe why drums are important to American Indians

---

12 The author includes the headings in bold to –

○ organize the information for the reader

○ talk about the history of the American Indian drum

○ show a history of how the drums were used

---

13 Why does the author include the picture in the selection?

○ To show what one of the drums looks like

○ To show how a person learns to play the drum

○ To give an example of what an American Indian drum sounds like

---

14 How does the author explain the idea that American Indian drums help people keep a close connection to nature? Write your answer on a separate sheet of paper.

Name ____________________

15 The reason the author wrote this text is to –

- ○ entertain the reader with a story about a special drum
- ○ explain how to learn to play an American Indian drum
- ○ give information and facts about American Indian drums
- ○ teach people how to make an American Indian drum of their own

---

Writing – Poetry

TEKS PRACTICE 2.12.A

Think of an instrument, a dance, or a type of music that is important to you, your culture, or the culture of someone you know. On a separate sheet of paper, write a short poem about what you chose. Use figurative language or sound devices in your poem.

Name ________________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that most closely matches the meaning of the underlined word.

1 I want to learn how to make that sauce.

○ liquid served with food

○ chewy type of noodle

○ braided kind of bread

---

2 My favorite breakfast is a plain bowl of cereal.

○ soft ○ simple ○ useful

---

3 Many kinds of dairy products come from a cow.

○ events ○ foods ○ ways

---

4 My uncle loves my grandmother's spicy foods!

○ flat shape

○ chunky pieces

○ strong flavor

---

5 Please check the recipe to make sure we have all the ingredients for our cake.

○ people to eat a dish

○ foods to make a dish

○ pots and pans to cook a dish

Name ____________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Choose the word that has the same vowel sound as the underlined word.

6 The vowel team in goose sounds the same as the vowel team in –

○ blow ○ blue ○ toast

---

7 The vowel team in clue sounds the same as the vowel team in –

○ bruise ○ butter ○ point

---

8 The vowel team in flew sounds the same as the vowel team in –

○ argue ○ enough ○ flow

---

9 The vowel team in juice sounds the same as the vowel team in –

○ room ○ foot ○ spout

---

10 The vowel team in cool sounds the same as the vowel team in –

○ coal ○ tough ○ suit

Name ______________________________

TEKS PRACTICE 2.6.F, 2.9.D.ii

Reading Comprehension

Directions: Read the selection. Then answer each question.

We Make Fortune Cookies

1 My sister Li and I are excited. We are going to make fortune cookies. We love fortune cookies!

2 Fortune cookies are folded and have a piece of paper inside. The paper has something smart or funny on it.

3 After we mix the ingredients, it's time to pour the batter on the cookie sheet. When the cookies are in the oven, we write little messages to go inside the cookies. It is fun making these treats as a family!

Make Fortune Cookies at Home

Ingredients:

4 egg whites
1 cup sugar
¼ teaspoon salt
½ cup soft butter
½ cup flour
1 teaspoon almond flavor

Be sure to get an adult's help in the kitchen.

Directions:

1 Mix the egg whites, sugar, and salt. Mix in the butter. Then add the flour and almond flavor.
2 Use a spoon to drop circles of batter on the cookie sheet.
3 Bake the cookies in the oven at 350°F for five minutes.
4 As the cookies bake, write your messages for the cookies.
5 Let the cookies cool. Fold the edges around the paper.

Name ______________________________

11 What part of the selection has numbered steps?

○ The story of Li and her sister
○ The list of the ingredients for the recipe
○ The directions that show how to make the cookies

12 What is the second step of the recipe?

○ Dropping the batter on a cookie sheet with a spoon
○ Writing the messages that will be placed inside the cookies
○ Mixing the egg whites, sugar, salt, butter, flour, and almond flavor

13 Why does the author include the text box in the selection?

○ To tell the history of Chinese fortune cookies
○ To describe how the batter is supposed to look
○ To show that having adult help is very important

14 What does this selection tell you about the two sisters? Write your answer on a separate sheet of paper.

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15 From the information provided in the selection, the reader can infer that –

A the sisters are making the cookies for dinner

B the sisters and their parents enjoy baking fortune cookies together

C the sisters disagree on who does what in the kitchen

D the sisters and their friends often try recipes together

TEKS PRACTICE 2.12.A

Writing – Poetry

Think of a special food or treat you enjoy. Do you make it with your family, or do you just like to eat it? On a separate sheet of paper, write a short poem about this special food. Include rhyming words in your poem.

Name ____________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or phrase that most closely matches the meaning of the underlined word.

1 The teacher will not accept late homework.

○ allow ○ beginning ○ complete

---

2 Jay's father said he is allowed to go on the field trip.

○ able ○ angry ○ aware

---

3 The puzzle with one hundred pieces is a challenge for him.

○ careful plan ○ terrible mess ○ something difficult

---

4 The determined runner reached the finish.

○ lost and confused ○ hopeless ○ unwilling to quit

---

5 We refused to eat the food because we were full.

○ did not do ○ decided ○ wanted

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Name ______________________________

TEKS PRACTICE 2.2.B.v

Phonics

Directions: Read each VC/V word. Fill in the bubble next to the word that is correctly divided into syllables.

6 **wagon**

○ wag/on ○ wa/gon ○ w/agon

7 **robin**

○ ro/bin ○ rob/in ○ robi/n

8 **lemon**

○ lem/on ○ l/emon ○ le/mon

9 **medal**

○ me/dal ○ meda/l ○ med/al

10 **melon**

○ mel/on ○ me/lon ○ melo/n

Name ____________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.6.B, 2.9.D.iii

Bessie Coleman, High Flyer

1 Bessie Coleman grew up on a farm in Texas in the late 1800s. She was a part of a large family. When the family was busy on the farm, she had to make her own fun. Bessie found fun in learning.

2 Bessie was a good student. She attended school. She then moved to Oklahoma to attend college. Bessie left college after one year because she needed money. She moved to Chicago to live with her brother.

3 Bessie got a job in Chicago. When she wasn't working, Bessie found hobbies she liked. She was very fond of airplanes. She grew up at a time when planes were still new. She read stories about pilots and their amazing adventures.

4 In time, Bessie decided to be a pilot. She knew she would have to go to school to learn to fly. She could not find a school in the United States to attend. She moved to France. There, she studied flying at a flight school.

5 Bessie came back to the United States as a stunt pilot. In 1922, she became the first African American woman to fly in public in the United States. Bessie lived out her dream. She performed plane tricks in shows across the country. Her high-flying skills thrilled audiences.

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Name ____________________________

11 A question the reader might have after reading paragraph 5 is —

○ Where did Bessie go to school?

○ What kinds of tricks did Bessie do?

○ When did Bessie decide to become a pilot?

12 What caused Bessie to move to Chicago?

○ She wanted to go to college.

○ She wanted to work on the farm.

○ She wanted to live with her brother.

13 Which words from the selection show that it is written in time order?

○ *Part of a large family*

○ *Bessie found hobbies*

○ *In 1922*

14 What was one effect of Bessie becoming a pilot who did tricks? Write your answer on a separate sheet of paper.

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Name ______________________________

15 In paragraph 4, what is an effect of Bessie wanting to become a pilot?

A She moved to France.

B She moved to Chicago.

C She moved to Oklahoma.

D She came back to the United States.

Writing – Narrative

TEKS PRACTICE 2.12.A

Bessie Coleman was trying something new when she learned to fly. Think of a time you wanted to try something new. On a separate sheet of paper, write a short personal narrative about that time. Include at least three details about what happened.

Name ________________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that most closely matches the meaning of the underlined word.

1 He often observes animals out in nature.

○ hides ○ moves ○ watches

---

2 He wanted to be an architect when he grew up.

○ metalsmith
○ building designer
○ librarian

---

3 We will see many monuments in the city.

○ statues ○ tanks ○ titles

---

4 She was very proud of her creations from art camp.

○ towns to visit
○ places to swim
○ things that are made

---

5 The new building had arches at the top.

○ curves ○ stairs ○ trails

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Name ____________________

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Read each V/CV word. Fill in the bubble next to the word that is correctly divided into syllables.

6 human

○ hu/man ○ hum/an ○ h/uman

---

7 even

○ ev/en ○ eve/n ○ e/ven

---

8 lotion

○ lot/ion ○ lo/tion ○ l/otion

---

9 motor

○ mot/or ○ mo/tor ○ m/otor

---

10 tulip

○ tu/lip ○ tul/ip ○ t/ulip

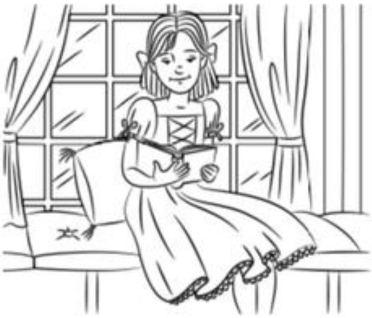
Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.D.ii, 2.10.C

Mary Cassatt



1 Mary Cassatt was born in 1844 in Pennsylvania. Mary traveled the world with her family. She went to different schools and liked to read. Mary learned to love the world around her.

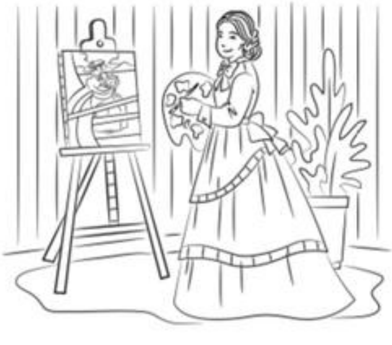
A Young Artist

2 Mary also learned to love art, so she decided to become an artist. She began studying art in Pennsylvania. Later, she convinced her parents to let her move to Paris, France.

3 Mary took art lessons in Paris. She began to study and copy the work of famous painters. She also joined a group of painters called "the Impressionists."

Mary's Style

4 Mary loved painting pictures of people. At first, she painted family and friends. Later, she painted other people, such as mothers and their children. She tried to show them together in everyday moments.



5 Mary's paintings made people look at art in new ways. Mary helped people learn to love art.

Name ______________________________

11 The author uses the heading "Mary's Style" –

○ to show the reader how hard Mary worked to become an artist

○ to explain to the reader that Mary was an artist at a young age

○ to help the reader find information about what Mary liked to paint

---

12 Which sentence best explains the first picture?

○ *Mary Cassatt was born in 1844 in Pennsylvania.*

○ *Mary traveled the world with her family.*

○ *She went to different schools and liked to read.*

---

13 Which sentence from the selection helps the reader imagine what Mary's paintings look like?

○ *Mary took art lessons in Paris.*

○ *She began to study and copy the work of famous painters.*

○ *Later, she painted other people, such as mothers and their children.*

---

14 Look at the second picture. How does the second picture connect to the selection? Choose one detail from the selection that supports your answer. Write your response on a separate sheet of paper.

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Name ______________________________

15 The author uses the heading “A Young Artist” to –

A explain to the reader what Mary’s time in school was like

B help the reader imagine the place where Mary Cassatt grew up

C show the reader how Mary traveled throughout the world with her family

D help the reader find information about how Mary first became an artist

---

Writing – Narrative

TEKS PRACTICE 2.12.A

Mary loved art from a young age and kept working hard to become an artist. Think of a time in your life when you worked hard for something. Write a paragraph about the setting of that event on a separate piece of paper. Tell when and where the story happened. Add sensory details to help readers picture the setting.

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Name ____________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that most closely matches the meaning of the underlined word.

1 She leaned down and inhaled the smell of the flowers.

○ blew out ○ breathed in ○ turned from

2 There were ten plots of land in the small neighborhood garden.

○ areas ○ hills ○ puddles

3 She saw a mural on the wall of the building.

○ animal ○ painting ○ rag

4 The dark blue fabric of the jeans faded over time.

○ got dirty ○ lost color ○ ripped apart

5 The tree branches drooped to the ground after the storm.

○ broke off ○ grew straight ○ hung down

Name ________________________________

TEKS PRACTICE 2.2.B.vi

Phonics

Directions: Find the suffix in each word shown in bold.

6 careful

○ ful ○ eful ○ reful

---

7 quietly

○ ly ○ tly ○ etly

---

8 visitor

○ or ○ tor ○ itor

---

9 leader

○ er ○ der ○ ader

---

10 senseless

○ ss ○ ess ○ less

Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.8.A

The Neighbor's Garden

1 Malik and his sister Kiara were playing outside.

2 "Hey, Malik, did you notice Mrs. Johnson's garden?"

3 Malik went to the fence. "It's full of weeds."

4 Kiara said, "Mrs. Johnson used to have the best garden on the block."

5 "Dad said that Mrs. Johnson fell and hurt herself," Malik said. "I wonder if she can't get around well enough to garden."

6 "I didn't know about the fall," Kiara said. Her eyes grew wide.

7 Malik said, "You're thinking of a great idea."

8 Kiara nodded. She explained that they could spend a few hours each weekend helping Mrs. Johnson with her garden. Malik agreed that it was a great plan. They rushed next door to offer their help.

9 "That would be wonderful," Mrs. Johnson said. "It is so great to have neighbors like you."

10 "We're pretty lucky, too," Malik said. It felt great to help their neighbor. "You've always been so kind to us."

11 Kiara and Malik began their work in the garden. Soon, the garden was the prettiest one on the block again.

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Name ________________________________

11 What is the main theme of “The Neighbor’s Garden”?

○ Helping others makes you feel good, too.

○ Hard work can help your dreams come true.

○ Gardens can become overgrown very quickly.

---

12 Malik and Kiara would most likely agree that –

○ Mrs. Johnson gets hurt often

○ Mrs. Johnson is a good neighbor

○ Mrs. Johnson’s garden is too big

---

13 Which sentence from the selection shows that Mrs. Johnson likes the help from her neighbors?

○ *Malik agreed that it was a great plan.*

○ *“It is so great to have neighbors like you.”*

○ *Soon, the garden was the prettiest one on the block again.*

---

14 In paragraph 10, Malik says, “*We’re pretty lucky, too.*” How does this support the theme of the story? Write your answer on a separate sheet of paper.

Name ____________________

15 Which sentence from the selection best expresses the theme of the story?

A *"I wonder if she can't get around well enough to garden."*

B *They rushed next door to offer their help.*

C *It felt great to help their neighbor.*

D *Soon, the garden was the prettiest one on the block again.*

Writing – Narrative

TEKS PRACTICE 2.12.A

Think of a time you did something to help someone else. Write a paragraph about that time on a separate sheet of paper. Use time-order words to show the sequence of events in your story.

Name ______________________________

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 The bakery was filled with the scents of baked goods.

○ smells ○ sounds ○ tastes

---

2 The shoes were useless once the strap broke off.

○ like new

○ ready to wear

○ not good

---

3 The cookie will crumble if you pick it up while it is warm.

○ break ○ melt ○ stick

---

4 The cups are made of colored plastic.

○ cloth ○ clay ○ material

---

5 We will pick up all the garbage in the park.

○ plants ○ toys ○ trash

Name ______________________________

TEKS PRACTICE 2.2.B.vi

Phonics

Directions: Choose the word that has the same prefix as the boldfaced word.

6 unable

○ union ○ unlucky ○ unicorn

---

7 reaction

○ rent ○ repaint ○ rest

---

8 prework

○ press ○ pretty ○ preview

---

9 disagree

○ dishes ○ disk ○ disconnect

---

10 discomfort

○ distance ○ disappear ○ dizzy

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Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.D.iii

Louis's Alphabet

1 Louis Braille was born in France in 1809. When he was three years old, Louis hurt his eyes. After that, Louis was blind.

2 Louis went to the National Institute for the Blind in Paris. There, he learned to read books. The pages of the books had raised letters placed on paper. Blind students read by running their fingers over each letter.

3 Louis knew there had to be a better way to read. One day, Louis listened to a speech by Charles Barbier. Barbier had created a code. The code used raised dots placed on cardboard. The dots represented sounds. Barbier wanted the French army to use his code. The army did not like his code, but Louis did. He might use the code to help blind students read.

4 When he was fifteen, Louis made his own version of the code. First, he created an alphabet made of raised dots. Then, he tested it. Blind people still ran their fingers over the dots. They read faster using Louis's method than they did with the old method.

5 He worked to make the code better. By 1824, it had become popular. Louis had made reading easier for people who had lost their sight. Today the code is called Braille, honoring the young boy who did not give up.

Name ______________________________

11 Which text structure did the author use to write the selection “Louis’s Alphabet”?

○ Time-order structure

○ Cause-and-effect structure

○ Personal narrative structure

---

12 What was the effect of Louis hearing about Barbier’s code?

○ Louis asked Barbier to make a new code.

○ Louis got the French Army to use the code.

○ Louis invented a way for blind people to read quickly.

---

13 Which pair of sentences from the selection has words that show time has passed?

○ *The pages of the books had raised letters placed on paper. Blind students read by running their fingers over each letter.*

○ *The code used raised dots placed on cardboard. The dots represented sounds.*

○ *First, he created an alphabet made of raised dots. Then, he tested it.*

---

14 Why do you think the author chose to use this type of text structure to tell the story of Louis Braille? Write your answer on a separate sheet of paper.

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15 Which words in paragraph 5 help the reader understand that time is passing in the selection?

A *make the code better*

B *By 1824*

C *made reading easier*

D *honoring the young boy*

Writing – Narrative

TEKS PRACTICE 2.12.A

Think of a time you had a problem that you wanted to solve. On a separate piece of paper, write about the problem and how you tried to solve it. Include chronological words in your paragraph.

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Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 The volunteers picked up trash on the playground.

○ unpaid helpers
○ farmers
○ paid workers

---

2 Juan's best skill is cooking.

○ does well ○ needs help ○ does poorly

---

3 Lily was busy organizing her friend's party.

○ planning ○ finding ○ forgetting

---

4 The class will participate in the pet fair.

○ play ○ split ○ join

---

5 Every dog in the shelter needs a family.

○ safe place ○ backyard ○ pet store

Name ______________________________

TEKS PRACTICE 2.2.B.v

Phonics

Directions: Read each VCCV word. Fill in the bubble next to the word that is correctly divided into syllables.

6 dentist

○ de/ntist ○ dent/ist ○ den/tist

7 tablet

○ tab/let ○ ta/blet ○ tabl/et

8 insect

○ i/nsect ○ in/sect ○ ins/ect

9 winter

○ win/ter ○ wint/er ○ wi/nter

10 cactus

○ cact/us ○ ca/ctus ○ cac/tus

Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.E.i

A New Type of Party

1 The word *party* can be used for many different kinds of gatherings. Some people have birthday parties. Others hold parties for a special day or event. Some parties are held just to have fun with friends and family.

2 However, there is a new type of party that people are starting to like. It is called a service party. Service parties are similar to regular parties. People get together in a school or neighborhood. They might eat food, play games, and listen to music. But at a service party, people can also do something great.

3 Service parties allow people to help others while having fun together. Each person at a service party might bring cans of food. The food would be given to a place that helps people in need. Or members of the service party might meet in a park. They could spend the first two hours of the party cleaning the park. Then, they could have a party.

4 Service parties are a great idea. They allow people to have a reason for a party. But the people also do work to help others. It is a way to meet and do something useful at the same time. It can be fun, too. The next time you host a party, think of having a service party.

Name ______________________________

11 What kind of text is the selection?

○ Fiction

○ Biography

○ Persuasive

---

12 What does the author want the reader to do?

○ Honor a person

○ Have a service party

○ Have fun on a special day

---

13 Which sentence from paragraph 2 helps you know the author's argument?

○ *People get together in a school or neighborhood.*

○ *They might eat food, play games, and listen to music.*

○ *But at a service party, people can also do something great.*

Name ____________________________

14 What is the main argument of this selection? What are some of the reasons that the author uses to support the argument? Write your answer on a separate sheet of paper.

---

15 Read the following sentences from paragraph 3.

> *They could spend the first two hours of the party cleaning the park. Then, they could have a party.*

The author includes these sentences to –

A invite people to a service party

B describe what happened at her last birthday party

C give a reason that a regular party is better than a service party

D give an example to support her argument for service parties

---

Writing – Narrative

TEKS PRACTICE 2.12.A

Think of a time when you have worked with a group to accomplish a goal. On a separate sheet of paper, write a paragraph to tell about it. Use adjectives and adverbs to make your writing more interesting. Remember the characteristics of a personal narrative as you write.

Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 They drove along the coast.

○ land near the sea
○ land near the desert
○ land near the mountains

---

2 The plains seem to go on forever.

○ lakes ○ islands ○ flat land

---

3 It is hard to survive in the desert.

○ ashes and lava ○ dry, sandy area ○ deep waters

---

4 The Grand Canyon is a national park.

○ dark forest
○ gentle lake
○ valley with steep sides

---

5 I can see the volcano from our home.

○ dune and beach
○ grassland and prairie
○ opening in Earth's crust

Name ______________________________

TEKS PRACTICE 2.3.D

Phonics

Directions: Read each sentence. Fill in the bubble next to the meaning of the underlined homograph.

6 The bat flew through the sky at night.

○ animal ○ flutter ○ wooden stick

7 We saw her wave as she drove away.

○ move hand ○ pattern ○ water

8 She wore a ring on her finger.

○ stadium ○ piece of jewelry ○ type of sound

9 The class will follow her down the hallway.

○ feathers ○ sad ○ toward a place

10 The children stood in a row at school.

○ line ○ fight ○ street

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Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.6.G, 2.12.B

That's One Big Mountain

1 Mount Everest is the tallest mountain in the world. It rises over five miles above Earth's surface. The top of Mount Everest is covered with snow and ice. It is very hard to climb Mount Everest.

A Mountain to Climb

2 Many people want to climb Mount Everest. Climbing to the top is not easy. Mountain climbers need special equipment. They have to climb slowly in order to stay safe. It is important that climbers learn about the mountain first. People come from places all around the world to climb Mount Everest.

Still Growing

3 A mountain this big might seem like it stays the same. But Mount Everest grows a little every year. The growth is caused by the movement in the earth. The mountain rises about four millimeters higher each year. Most people cannot even tell it is growing.

But Also Shrinking

4 Even as Mount Everest rises a little each year, parts of it wear away. Changes in the mountain can be dangerous for climbers. Sliding snow and falling rocks make the climb a real challenge.

Name______________________________

5 Mount Everest is an amazing mountain. It is always changing, but one thing is for sure. Climbers who want to climb to the top will have the challenge of a lifetime!

---

11 Which key detail in paragraph 1 supports the statement that Mount Everest is the tallest mountain in the world?

○ *It rises over five miles above Earth's surface.*

○ *The top of Mount Everest is covered with snow and ice.*

○ *It is very hard to climb Mount Everest.*

---

12 Which sentence from paragraph 3 describes why Mount Everest is growing each year?

○ *But Mount Everest grows a little every year.*

○ *The growth is caused by the movement in the earth.*

○ *Most people cannot even tell it is growing.*

---

13 Which detail from paragraph 2 supports the idea that Mount Everest is not easy to climb?

○ *Many people want to climb Mount Everest.*

○ *Mountain climbers need special equipment.*

○ *People come from places all around the world to climb Mount Everest.*

---

14 What do the details from paragraph 5 help to explain about Mount Everest? Write your answer on a separate sheet of paper.

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Name ______________________________

15 An important idea presented in this selection is that —

A Mount Everest is fun to climb

B Mount Everest is easy to climb

C Mount Everest is a challenge to climb

D Mount Everest is not safe for climbers

Writing – Informational

TEKS PRACTICE 2.12.B

People who climb Mount Everest have to follow certain steps to prepare for their climb. Think of something that you know how to do. Think about how you could use step-by-step directions to teach someone else how to do it. On a separate sheet of paper, write step-by-step directions that would teach someone else about something you know how to do.

Name________________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Water flows down the river.

○ changes ○ moves ○ joins

---

2 People moved away after the disaster.

○ ice moving slowly

○ event causing loss

○ waterfall moving rock

---

3 He will try not to ruin his shirt.

○ use ○ fix ○ destroy

---

4 We had a small amount of rain.

○ quantity ○ season ○ place

---

5 The storm caused damage.

○ melting ○ harm ○ landforms

Name ______________________________

TEKS PRACTICE 2.2.B.v

Phonics

Directions: Read each boldfaced double consonant word. Fill in the bubble next to the word that is correctly divided into syllables.

6 **channel**

○ chan/nel ○ cha/nnel ○ chann/el

---

7 **collect**

○ co/llect ○ col/lect ○ coll/ect

---

8 **kitten**

○ ki/tten ○ kit/ten ○ kitt/en

---

9 **matter**

○ mat/ter ○ matt/er ○ ma/tter

---

10 **gallon**

○ ga/llon ○ gall/on ○ gal/lon

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Name______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.6.E

The Power of Earthquakes

1 Deep below the surface of Earth, rocks move. On Earth's surface, windows rattle. Books fall off of shelves. What is happening? It is an earthquake.

2 The Earth has different parts. Think of Earth like an orange. The outside part of the orange is the peel. The outside part of Earth is called the crust. The crust is broken up into parts called plates. Plates can bump together or slide past each other. If they move suddenly, an earthquake can happen. Most earthquakes are small, but some are powerful. Some earthquakes happen under the ocean.

The Fury of Volcanoes

1 Deep below the surface of Earth, hot liquid rock moves. The liquid rock is called *magma*. Sometimes magma rises up and flows through an opening in Earth's crust. When magma reaches Earth's surface, it is called *lava*. Lava flows out of the ground. A volcano is erupting.

2 Deep below the ground, magma moves into gaps around Earth's plates. If there's enough magma, pressure pushes it up to the surface. A volcano forms.

Name ______________________________

There are many volcanoes in the area around the edges of the Pacific Ocean. The moving plates there cause volcanoes to form.

---

11 Which idea is found in both selections?

○ Hot liquid rock is called magma.

○ Most earthquakes are small, but powerful.

○ Changes begin deep below the surface of Earth.

---

12 Both selections show that forces of nature can –

○ change Earth

○ cause magma to flow

○ happen for no reason

---

13 What is one way the selections are different?

○ They have different topics

○ One is fiction and one is nonfiction

○ They have different numbers of paragraphs

---

14 What new understanding can be formed after reading "The Power or Earthquakes" and "The Fury of Volcanoes"? Write your answer on a separate sheet of paper.

Name______________________________________

15 With which statement would the author of both selections agree?

A Earthquakes are more powerful than volcanoes.

B Volcanoes are more powerful than earthquakes.

C Earthquakes and volcanoes are both very powerful.

D Earthquakes and volcanoes do not affect Earth.

Writing – Informational

TEKS PRACTICE 2.12.B

Think about how the author describes what happens when a volcano erupts. On a separate sheet of paper, write a list of steps that happen before and during a volcanic eruption. Include the words *first, next, then,* and *last.*

Name ______________________________

TEKS PRACTICE 2.3.D

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 The fox lives in a den.

○ resting place ○ hive with bees ○ small pond

---

2 The grass was slippery after the rain.

○ keeping warm ○ staying afloat ○ causing sliding

---

3 The surface of the pond was like glass.

○ bottom ○ plants ○ top

---

4 Some animals live underground during winter.

○ above the ground
○ on a hillside
○ beneath the ground

---

5 I hope the plants survive the snowy winter.

○ leave alone ○ live through ○ bloom during

Name____________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 She gave a big yawn when she woke up.

Which word has the same sound as the aw in yawn?

○ author ○ flow ○ park

---

7 She asked for sauce for her pasta.

Which word has the same sound as the au in sauce?

○ chalk ○ mouse ○ crow

---

8 He taught his brother how to read.

Which word has the same sound as the augh in taught?

○ draw ○ gather ○ house

---

9 They talk to each other during lunch.

Which word has the same sound as the al in talk?

○ wow ○ fault ○ tale

---

10 Driving the speed limit is the law.

Which word has the same sound as the aw in law?

○ farmer ○ glow ○ caught

Name ______________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.C

The Winter Surprise

A city apartment in winter. A family is packing. TIANA *tries to fit a sled into a large duffel bag.*

1 **TIANA:** I wonder what Florida is like!

(*A TV is on. A weather warning about a big storm can be heard.* MOM *and* DAD *appear.*)

2 **MOM** (*sadly*): Tiana, we have some bad news.

(TIANA *looks up from her bag.*)

3 **DAD** (*frowning*): A huge snowstorm is about to happen. We won't be able to travel.

4 **MOM:** It looks like we will have to change our plans.

5 **TIANA:** But we've been planning for months!

6 **MOM:** I know, Tiana, but—

7 **DAD** (*noticing the sled*): What are you doing with that?

8 **TIANA** (*upset*): Packing it! But now we cannot go.

9 **DAD** (*smiles*): Tiana, it is warm in Florida. You would not have been able to sled there anyway. But with this storm rolling in . . . I think we could put it to use here.

10 **TIANA** (*smiling now*): Yes, let's save Florida for the spring.

Name________________________________

11 Which characters does the reader meet in the stage directions between paragraphs 1 and 2 of the play?

○ Mom and Dad

○ Dad and Tiana

○ Tiana and Mom

---

12 The setting of the play is –

○ a city apartment in winter

○ Florida in the spring

○ the airport in the winter

---

13 Which is an example of dialogue from the play?

○ *A family is packing*

○ *Tiana looks up from her bag.*

○ *Yes, let's save Florida for the spring.*

---

14 How can you tell that this selection is a play? Write your answer on a separate sheet of paper.

Name ______________________________

15 Which line from the play supports the idea that Tiana is not upset about the change in plans?

A *But we've been planning for months!*

B *Packing it! But now we cannot go.*

C *Tiana, it is warm in Florida.*

D *Yes, let's save Florida for the spring.*

Writing – Informational

TEKS PRACTICE 2.12.B

In the play, Tiana follows steps to prepare for her trip. Think of something you know how to do that follows a set of steps. On a separate sheet of paper write the title of the process, then write the directions for the steps you need to follow. Include words like *first, next,* and *last.*

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Name________________________________

TEKS PRACTICE 3.2.B

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 The lava flowed along the ground.

○ solid earth ○ melted rock ○ icy water

---

2 The workers began construction on the bridge.

○ driving ○ pushing ○ building

---

3 The cinder is glowing in the fireplace.

○ baking bread ○ burning coal ○ growing plant

---

4 We climbed the volcano to see the crater.

○ hole at the top ○ cloud of ash ○ hissing steam

---

5 The road was closed, so we took a detour.

○ different route ○ same road ○ long break

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Name ________________________________

TEKS PRACTICE 2.2.B.v

Phonics

Directions: Read each sentence and look at the underlined VCCCV word. Choose the correct way to divide the underlined word into syllables.

6 I had to subtract the two numbers.

○ sub/tract ○ subt/ract ○ subtr/act

---

7 The chipmunks made an extra entrance to their den.

○ e/xtra ○ ex/tra ○ extr/a

---

8 I ran farther than I ever had before.

○ fa/rther ○ far/ther ○ farth/er

---

9 I worked on the project with a partner.

○ pa/rtner ○ par/tner ○ part/ner

---

10 Carlos improved at basketball by practicing each day.

○ im/proved ○ imp/roved ○ impr/oved

Name________________________________

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.B, 2.10.F

I Am a Volcano

Deep in the Earth
I feel the hot rock
Moving and churning
It is quite a SHOCK!

The magma is now
Inching this way
Growing inside me
It will not stay!

This rock is red
It is on the MOVE
Moving and churning
It is in every groove

The air is BLAZING!
I feel hot rock rise
In moments it will
Fill the skies

The hot rock then
Erupts in a fury
Moving and churning
It is out in a hurry

The lava shines
In the dark night
Rocks are sent flying
Left and right

A cloud of ash
Now fills the air
Moving and churning
Glowing hot like a flare

Down the mountain
My lava will flow
I'm a volcanic eruption
Look out BELOW!

Name ______________________________

11 Why does the author repeat the line "*Moving and churning*" in every other stanza?

○ To help the reader learn words about a volcano

○ To describe the movement in and around volcanoes

○ To make it easier for the reader to read this poem

12 What patterns of words does the author use in this poem?

○ The author rhymes every line of the poem.

○ The author rhymes the first and third lines of each stanza.

○ The author rhymes the second and fourth lines of each stanza.

13 What pair of words forms a rhyme at the ends of the lines in stanza 2?

○ Now, not

○ Way, stay

○ This, me

14 Find rhyming words in one of the poem's stanzas. Explain how the rhyme helps you read the poem. Write your response on a separate sheet of paper.

Name____

15 Stanza 8 ends with the word *below* in capital letters. What does this tell the reader?

A The volcano is tall.

B The volcano is wondering what lava is.

C The volcano is warning the reader about lava.

D The volcano is confused about what will happen next.

Writing – Informational

TEKS PRACTICE 2.11.C

The selection describes the steps in a volcanic eruption. On a separate sheet of paper, write a short procedural text about the steps in an eruption. After you finish, go back and make your work better by making at least two changes to your draft.

Name ____________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Coal and gold are two minerals dug from the Earth.

○ solid, nonliving materials

○ rocks from meteorites

○ beach stones

---

2 The cliff was made of many layers of rock.

○ tiny pieces ○ thin or thick parts ○ gastroliths

---

3 Deep under the volcano was magma.

○ sedimentary rock ○ melted rock ○ solid rock

---

4 Scientists looked at the fossils of ancient fish.

○ graphite ○ humus ○ shapes in rock

---

5 The farmer planted seeds in the soil.

○ nutrients ○ dirt ○ metal

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Name________________________________

TEKS PRACTICE 2.2.B.iv

Phonics

Directions: Read each sentence and the underlined word. Choose the correct abbreviation for the underlined word.

6 Lin's house is located on Main Street.

○ St. ○ Ste. ○ Str.

---

7 My brother is six feet tall.

○ fe. ○ fet. ○ ft.

---

8 Mister Tomas teaches fifth grade.

○ Mi. ○ Mtr. ○ Mr.

---

9 The United States Navy has many ships.

○ U.S. ○ Ud.Ss. ○ Un.St.

---

10 Doctor Smith worked at the hospital.

○ Dc. ○ Dr. ○ Dt.

Reading Comprehension

Directions: Read the selection. Then answer each question.

TEKS PRACTICE 2.9.D.i, 2.6.F

The Story of Rocks

1 Some people think all rocks are the same. That is not true! Rocks look and feel different. They also form in different ways.

Iron

2 Iron ore is a type of rock found in many places. Iron ore formed long ago in oceans when oxygen combined with iron. Large amounts of iron ore can now be found under the ocean floor. Iron ore can be used to make iron. Most iron is used to make steel.

Marble

3 Marble is so strong that it is often used for artwork and buildings. Marble is a type of metamorphic rock. Metamorphic rocks form underground when pressure and heat in the Earth change minerals into a new type of rock.

Granite

4 Granite is another very strong type of rock. Granite forms deep inside volcanoes. Hot magma in volcanoes cools down over time. Magma can turn into granite after it cools down.

Name________________________________

11 What is the main idea of the section titled “Marble”?

○ Marble is like iron ore.

○ Marble is a metamorphic rock.

○ Marble can be used to make tools.

---

12 What is the central idea of the section titled “Iron”?

○ Iron ore can float in the ocean.

○ Iron ore is like marble and granite because it is a rock.

○ Iron ore formed long ago in oceans and can be used to make iron.

---

13 Which section is mostly about a strong type of rock that is formed deep inside volcanoes?

○ Iron

○ Marble

○ Granite

---

14 Based on the information in the selection, why do you think people use rocks? Write your answer on a separate sheet of paper.

15 The author begins by writing, "*Some people think all rocks are the same.*" How does this help the reader understand the main idea?

A It helps the reader realize that all rocks are the same.

B It helps the reader understand that all rocks form in volcanoes.

C It helps the reader understand that all rocks are not the same.

D It helps the reader realize that all rocks are metamorphic rocks.

Writing – Informational

TEKS PRACTICE 2.11.D.x

Imagine that you collect rocks. On a separate sheet of paper, describe how you find your rocks and what they look like. After you finish, go back and check your work. Make sure to edit for capitalization and punctuation.

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ANSWER KEY

UNIT 1, WEEK 1 ANSWER KEY

Name ______________________________

How Many Stars in the Sky?

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 The dog played in the backyard.

○ park near a school
● yard behind a house
○ field next to a farm

2 They built a treehouse to use with their friends.

○ playhouse in the basement
○ meeting space in the garage
● small space in the branches of a tree

3 The searchlights made the city glow.

○ lights from airplanes
○ beams of light from cars
● powerful lights that can shine in any direction

4 It was easy for them to see in the daylight.

○ soft glow of the stars
● natural light from the sun
○ light from the moon

Name______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

5 He put jam on his bread.

Which word has the same sound as the a in jam?

○ car ● pan ○ late

---

6 The cat was black and white.

Which word has the same sound as the a in cat?

● rack ○ gate ○ yarn

---

7 The bug is on the plant.

Which word has the same sound as the u in bug?

○ you ○ huge ● run

---

8 The ship is in the water.

Which word has the same sound as the i in ship?

● win ○ ice ○ nine

---

9 The jet was big.

Which word has the same sound as the e in jet?

○ leap ● ten ○ beet

---

10 We will fish from the dock.

Which word has the same sound as the o in dock?

● mom ○ open ○ cone

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Name ______________________________

11 Which detail from the selection describes the setting?

● *The blue and green seemed to go on forever.*

○ *Mr. Smith, the park ranger, met the class when they got off the bus.*

○ *"Shhh," said Mr. Smith. "Listen."*

---

12 Where does most of the story take place?

○ At school

○ On the bus

● In the Everglades

---

13 Which word best describes what the setting is like?

○ Cold

○ Clean

● Watery

---

14 What do the details in paragraph 6 of the selection tell you? What do they help you understand about the setting? Write your answer on a separate sheet of paper.

Name ______________________

15 Read this sentence from the selection.

> *He showed them the tall pine trees growing along the sides of the water.*

Which other sentence from the selection helps the reader imagine the character's experience while seeing the trees?

A *"Did you know it is the only place where both alligators and crocodiles live?"*

[✓ **B**] *Some of the roots pushed out into the water, like long fingers.*

C *Emma heard birds chirping and their wings flapping.*

D *A tall, white bird had landed near the boat.*

Writing – Planning

TEKS PRACTICE 2.11.B.ii

Think of a place that is special to you. On a separate sheet of paper, write the name of your special place. Then write at least two details that tell why it is special to you.

Name________________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 She was filled with joy when she saw her friend.

● happiness
○ fear
○ shame

---

2 They hid themselves in the shadows.

○ city streets
● shaded places
○ neighborhood park

---

3 The mouse scurried away.

● moved quickly
○ crawled slowly
○ sat still

---

4 They moved to the rhythm.

○ beautiful colors
○ block party
● musical pattern

---

5 If clothes are splattered with paint, they are —

○ washed and dried
● splashed by dots
○ clean and neat

Name ______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 The kitten is cute.

Which word has the same sound as the u in cute?

○ cut ● mule ○ sun

---

7 We laughed at the joke.

Which word has the same sound as the o in joke?

○ jot ○ top ● nose

---

8 She was nice to me.

Which word has the same sound as the i in nice?

● time ○ kit ○ sick

---

9 I will take my lunch to school.

Which word has the same sound as the a in take?

○ car ○ jack ● late

---

10 We will play with these toys.

Which word has the same sound as the first e in these?

● fee ○ get ○ red

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Name ______________________________

11 Which word best describes Trent?

○ Lazy

○ Athletic

● Hardworking

---

12 What do we learn about Jamie by what he does?

○ He is shy.

○ He is funny.

● He is helpful.

---

13 Which word in paragraph 3 shows that Lisa feels good about the work they have done?

○ *Last*

● *Proudly*

○ *Carefully*

---

14 What does paragraph 5 of the selection help you realize about Lisa? Write your answer on a separate sheet of paper.

Name ______________________________

15 Read these sentences from paragraph 1.

> *Trent grabbed a heavy bin filled with glass bottles and lifted it easily. He sighed and wiped his hand on his pants. Almost done!*

These details show you that Trent –

A is big

B is nice

C is hurt

[✓ **D**] is strong

Writing – Planning

TEKS PRACTICE 2.11.B.i

Trent and Lisa found a way to help their community by cleaning up. On a separate sheet of paper, make a list of at least three ways you could help your community. Circle the idea you would most like to write about.

Name ____________________

TEKS PRACTICE 2.3.B

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Marco is proud of his community.

○ art project from school
● place where people live, work, and play
○ money earned from work

---

2 Teaching and medical care are services.

○ things that people can buy or borrow
○ places to go in a community
● work that people do to help others

---

3 The librarian put away books that had been returned.

● person in charge of a library
○ person who visits a library
○ person who builds a library

---

4 He visited two supermarkets to get ready for the party.

● large stores that sell food
○ buildings filled with books
○ places to do research

---

5 When she broke her arm, she went to the hospital.

○ place to open a bank account
● place to care for sick or injured people
○ place where children attend classes

Name____

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 The car went very fast.

Which word has the same sound as the st in fast?

● stop ○ flash ○ train

---

7 He had a big smile on his face.

Which word has the same sound as the sm in smile?

○ while ● smart ○ sharp

---

8 She played the drum in the band.

Which word has the same sound as the dr in drum?

○ from ○ lump ● drag

---

9 The plant grew tall.

Which word has the same sound as the nt in plant?

● tent ○ rang ○ not

---

10 The grape was very sweet.

Which word has the same sound as the gr in grape?

○ give ○ gem ● grow

Name ____________________

11 Which sentence from the selection tells more about who people meet at community gardens?

○ *They are not only farmers.*

● *In a community garden, people meet their neighbors.*

○ *People can do different kinds of work in a garden.*

---

12 What is the topic of paragraph 6?

○ Visiting with friends

● People working together

○ What children can do

---

13 The main idea of the selection is that community gardens –

● help make communities stronger

○ give communities more good food

○ ask people to have a garden at home

---

14 What is the main idea of paragraph 3 of the selection? Use text evidence to support your answer. Write your answer on a separate sheet of paper.

Name ______________________________

15 What is the main idea of paragraph 5?

A Some people are not good at gardening.

B It takes a lot of work to make plants grow.

[✓ **C**] Everyone can help a garden in some way.

D Some people do not want to grow vegetables.

Writing – Fiction

TEKS PRACTICE 2.11.B.i

Think about writing a fiction story about a town that starts a community garden. On a separate sheet of paper, write what the setting would be and make a list of the characters you could put in your story. For each character, write a sentence that describes him or her.

Name____

TEKS PRACTICE 2.3.B

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 She was very lonely after her best friend moved away.

● alone ○ tired ○ confused

---

2 When the horse is angry, he will stamp his foot.

○ step lightly
○ hold his foot in the air
● forcefully put a foot down

---

3 The mother was scolding her child for making a mess.

○ talking quietly
● speaking angrily
○ cheering happily

---

4 The boy spread the picnic blanket on the ground.

○ wiped away
○ cleaned well
● stretched apart

---

5 She pushes the heavy cart with all her might.

● strength ○ feelings ○ movement

Name ______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the correct answer.

6 We ate the ____ole pizza.

Which consonant group completes the underlined word?

○ ch ● wh ○ ph

---

7 There are many ____eep at the farm.

Which consonant group completes the underlined word?

● sh ○ ch ○ th

---

8 ____eck your work when you are done.

Which consonant group completes the underlined word?

○ Wh ○ Sh ● Ch

---

9 My favorite school subject is ma____.

Which consonant group completes the underlined word?

● th ○ ch ○ ph

---

10 Her father is wearing a wa____.

Which consonant group completes the underlined word?

○ th ● tch ○ ph

Name ______________________

11 Which word rhymes with blowing?

● *Flowing*
○ *Stream*
○ *Bend*

---

12 What letter sound is repeated the most in the first six lines of the poem?

○ The g sound
● The s sound
○ The e sound

---

13 In what stanza does the author compare sea oats to a stream?

● Stanza 1
○ Stanza 2
○ Stanza 3

---

14 How is the structure of the last stanza different from the other stanzas? Write your answer on a separate sheet of paper.

Name____________________

15 Read this line from the poem.

Night is coming, coming fast.

What is a good reason for the poet to repeat the word coming in this line?

A To make the night seem a little bit dangerous

B To give readers two chances to notice the word

C To prove to the reader that night is not there yet

[✓ **D**] To match the rhythm of the last line of earlier stanzas

---

Writing – Revise Drafts

TEKS PRACTICE 2.11.C

Think of a topic for a poem. On a separate sheet of paper, write a poem that uses rhyming words, like the poem "Sea Oats Song." After you finish, go back and make your writing better by making changes.

Name ______________________________

TEKS PRACTICE 2.3.B

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 He was very excited when his team won the game.

● thrilled ○ scared ○ confused

---

2 Their favorite song was on the radio.

○ did not like
○ liked less than others
● liked better than others

---

3 The class went on a tour of the zoo.

○ long bus ride
○ swim in a pool
● visit to see things

---

4 A guide made their visit to the museum more enjoyable.

○ person who drives a car
○ person who goes on a trip
● person who shows people around

---

5 We went to explore the hiking trail.

● look around
○ read a book about
○ build an addition to

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Name______________________________

TEKS PRACTICE 2.2.B.vi

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 The girls ______ to be in the same class.

How can the base word hope be changed for this sentence?

○ hoping ● hoped ○ hopes

---

7 They were ______ the store when we got there.

How can the base word close be changed for this sentence?

○ closes ○ closed ● closing

---

8 We ______ our homework from the board.

How can the base word copy be changed for this sentence?

○ copies ● copied ○ copying

---

9 He ______ his teeth before bed last night.

How can the base word brush be changed for this sentence?

○ brushes ○ brushing ● brushed

---

10 Her brother ______ her off at school yesterday.

How can the base word drop be changed for this sentence?

○ dropping ● dropped ○ drops

Name ______________________________

11 What problem does Tomas have at the beginning of the story?

○ He doesn’t want to go to space camp.

○ He doesn’t know where he should go.

● He doesn’t know how to make friends at camp.

---

12 What main event happens in paragraph 4?

● Tomas meets someone new.

○ Tomas arrives in space camp.

○ Tomas joins the science team.

---

13 Which sentence from the selection shows that Tomas’s problem is solved?

○ *He had begged to go to space camp, but now he felt lonely.*

○ *Tomas saw a girl picking things up off the ground.*

● *Together, the two set off.*

---

14 List the main events of the story. Include at least three events, and write them in order. Write your answer on a separate sheet of paper.

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Name ______________________________

15 Paragraph 3 is important to the plot because it is where Tomas finds –

A he has dropped his things on the ground

B himself learning about rockets with other campers

C that space camp will teach him many new things

[✓ **D**] he has changed his mind about going to space camp

Writing – Revising Drafts

TEKS PRACTICE 2.11.C

Think of a time you were worried about trying something new. On a separate sheet of paper, write about that time. After you finish a draft, go back and make your work better by editing your writing.

Name ______________________________

TEKS PRACTICE 2.3.D

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Michael will help me arrange the flowers.

○ water and fertilize
● put in a specific way
○ study what grows best

---

2 Certain plants need to be brought in when it is cold.

○ Green ○ All ● Some

---

3 The soil was moist to the touch.

● slightly wet
○ slightly warm
○ slightly rocky

---

4 Please place the dishes on the table.

○ get ○ use ● put

---

5 The ground is too soggy to play ball.

● soaked ○ dusty ○ hilly

Name ____________________

TEKS PRACTICE 2.2.B.iv

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I think he's ready to go now.

Which words make up the contraction he's?

● he is ○ he was ○ he as

---

7 Tom wasn't going to the movies after all.

Which words make up the contraction wasn't?

○ were not ○ was it ● was not

---

8 I'll meet you at the park when I am done.

Which words make up the contraction I'll?

● I will ○ I am ○ I was

---

9 After school, we're going to my grandmother's.

Which words make up the contraction we're?

○ we will ● we are ○ we were

---

10 What's happening at the park on Saturday?

Which words make up the contraction what's?

○ what was ● what is ○ what are

Name ______________________________

11 Why is a rock garden perfect for someone who lives in a dry climate?

● Rocks do not need water.

○ The rocks are very moist already.

○ Dry climates help rocks keep their shape.

---

12 Which sentence from the selection tells why some foods were hard to get during World War II?

○ *During World War II, people again grew Victory Gardens.*

● *This was because more of the food that farmers grew was being sent overseas.*

○ *Many people grew what they needed in their own gardens.*

---

13 During World War I, people were more likely to –

○ buy the vegetables they needed

● begin their own Victory Gardens

○ eat fewer vegetables than before

Name ______________________________

14 Why do people grow different kinds of gardens depending on where they live? Write your answer on a separate sheet of paper.

15 People continued to have gardens after World War II because –

A all of the soldiers came home, and they needed food

B food became harder to get during World War II

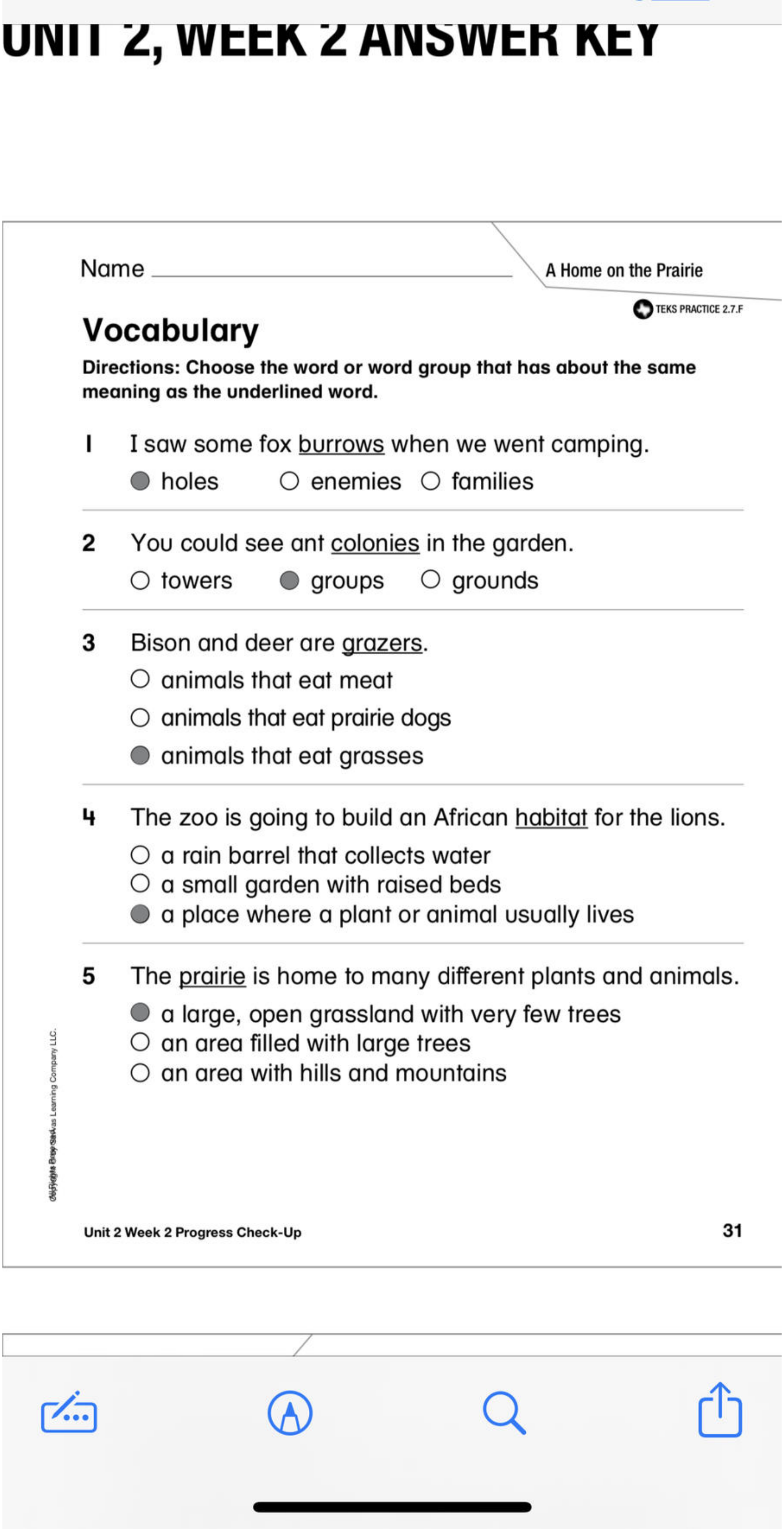
[✓ **C**] people were interested in growing their own food

D World War II ended and there were food shortages

Writing – Informational

TEKS PRACTICE 2.11.A

Think of an article about starting your own Victory Garden. What would you need to do to get the garden started? What sorts of plants would you grow? On a separate sheet of paper, make a list. Start with your topic and main idea, and then write the details supporting your main idea.



UNIT 2, WEEK 2 ANSWER KEY

Name ______________________

A Home on the Prairie

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 I saw some fox burrows when we went camping.

● holes ○ enemies ○ families

2 You could see ant colonies in the garden.

○ towers ● groups ○ grounds

3 Bison and deer are grazers.

○ animals that eat meat
○ animals that eat prairie dogs
● animals that eat grasses

4 The zoo is going to build an African habitat for the lions.

○ a rain barrel that collects water
○ a small garden with raised beds
● a place where a plant or animal usually lives

5 The prairie is home to many different plants and animals.

● a large, open grassland with very few trees
○ an area filled with large trees
○ an area with hills and mountains

Name____

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 On Sunday, we are going to my cousin's house.

Which word has the same sound as the ay in Sunday?

● bay ○ back ○ cap

---

7 I think it will be time to take a break soon.

Which word has the same sound as the ea in break?

○ team ○ bean ● great

---

8 I am going to help Tim paint the doghouse.

Which word has the same sound as the ai in paint?

○ hand ● train ○ ball

---

9 Those shoes look great in that color!

Which word has the same sound as the ea in great?

○ please ○ jack ● pail

---

10 I will pay you back tomorrow.

Which word has the same sound as the ay in pay?

○ pan ● clay ○ yawn

Name________________________________

Looking Ahead

4 More than 350,000 acres of prairie land have been brought back. Protecting the prairie is important. It keeps the land and the animals that live there safe. People can see the prairie as it once was—when buffalo roamed and prairie grasses blew in the wind.

Your New Words

big bluestem	one of the tallest types of prairie grasses
sources	starting point for something

11 Which section of the selection tells how prairies began to disappear?

- ● *What Happened?*
- ○ *Restoring the Prairie*
- ○ *Looking Ahead*

---

12 Why is the term "*big bluestem*" bold in the selection?

- ○ It tells the reader what the selection is about.
- ○ It stresses information in the next paragraph.
- ● It lets the reader know this is an important term.

---

13 To find the meaning of an unfamiliar word or term, a reader would look under the heading —

- ○ *What Happened?*
- ○ *Restoring the Prairie*
- ● *Your New Words*

Name ______________________________

14 How do the picture and its caption help the reader to understand the information in the selection? Write your answer on a separate sheet of paper.

15 A detail that could be included under the heading "What Happened?" might be —

A Buffalo were reintroduced to the prairie.

[✓ **B**] Settlers in wagon trains crossed the land.

C The prairie must be cleaned up and restored.

D In time, the land will again be covered with plants and grasses.

Writing – Informational

TEKS PRACTICE 2.12.B

Think about a new place you have visited. What did it look like? What did you see or hear? Think about what kinds of details you would describe. On a separate sheet of paper, make a list of details that describe the place you visited. Draw a graphic feature to illustrate one of the details on your list.

Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Joe carefully placed his grandmother's bowl on the table.

● safely ○ hardly ○ really

---

2 My school decorates the halls and the gym for the fair.

○ closes down ● makes pretty ○ leaves alone

---

3 The lit candle gave off a soft glow.

○ hot ● shine ○ dark

---

4 My dog slept quietly while I did my homework.

● not making noise ○ moving quickly ○ shining brightly

---

5 I heard a faint rustle among the trees.

○ loud snap ● soft sound ○ flashing light

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Name ____________________________________

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I took my dog over to the field to run.

Which word has the same sound as the ie in field?

● thief ○ vein ○ neighbor

---

7 I believe that your cake is done.

Which word has the same sound as the ie in believe?

○ eight ● brief ○ explain

---

8 My brother and I bought our dad a tie.

Which word has the same sound as the ie in tie?

○ believe ○ weigh ● lied

---

9 I would love a piece of your mother's pie!

Which word has the same sound as the ie in piece?

○ tied ● leaf ○ sleigh

---

10 The chief of police came to speak to the entire school.

Which word has the same sound as the ie in chief?

● niece ○ untie ○ cried

Name ______________________________

11 Where does the selection take place?

○ In the narrator's home

○ In grandma's kitchen

● In Grandpa Joe's cherry orchard

12 What is the main plot problem that the narrator and Grandpa Joe have?

○ They don't like cherries.

● They are waiting for the cherries to ripen.

○ They want Grandma to make a cherry pie.

13 The narrator knows the cherries are not ready to eat because —

○ the narrator and Grandpa Joe disagree

● some of the cherries Grandpa Joe picks are sour

○ the narrator takes the cherries to his grandmother

Name ______________________________

14 What details in the selection tell you that the cherries are ready? Write your answer on a separate sheet of paper.

---

15 The author describes the setting and plot elements of the selection by –

A talking about the seasons

B drawing pictures of the trees

C writing about the weather every day

[✓ **D**] keeping a diary of everything that happens

Writing – Informational

TEKS PRACTICE 2.11.B.i

People do different things in each of the different seasons of the year. What is your favorite season? What do you like to do then? On a separate sheet of paper, make a numbered list of the activities you enjoy.

Name ____________________________________

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 When we took the ferry, a flock of gulls followed us.

● group ○ collection ○ single

---

2 The soccer players huddled together to try to stop the other team.

● crowded ○ bundled ○ dressed

---

3 The ice hockey rink was shaped like an oval.

○ rectangle ● egg ○ square

---

4 The penguin room at the zoo looked like a glacier and felt almost as cold!

○ Antarctic fish
● black-and-white seabird
○ small whale

---

5 A duck's walk is more like a waddle because it moves so slowly.

○ jumping high
○ running fast
● walking with short steps

Name ______________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I think our girls' soccer team will have a great year.

Which word has the same long e sound as team?

○ tried ○ vein ● week

---

7 Each of us worked on the project.

Which word has the same long e sound as each?

● feeling ○ weigh ○ explain

---

8 My street is one of the oldest in our town.

Which word has the same long e sound as street?

● meal ○ untie ○ lied

---

9 Are you going to go to Jamal's party on Saturday?

Which word has the same long a sound as party?

○ pie ● money ○ try

---

10 Do you have the key to get into the classroom?

Which word has the same long e sound as key?

● angry ○ fry ○ cried

Name ______________________________

11 Which word best describes Emma at the beginning of the selection?

○ bored

● curious

○ unfriendly

---

12 Which sentence best describes Emma when she hears a noise in the barn?

○ She rushes to see what is making the noise.

● She looks carefully because she is unsure.

○ She is frightened and runs away from the noise.

---

13 How does Emma feel about helping with the new foal?

● She is excited to help out with the foal.

○ She is nervous about caring for the foal.

○ She does not feel like helping in the barn.

14 What details in the selection suggest that Emma is interested in horses? Write your answer on a separate sheet of paper.

15 When Uncle Steven tells Emma to go into the barn before he does, it shows that he –

A wants Emma to stay out of the way
B is running behind with his other work in the fields
C has to keep an eye on Emma because she is young
[✓ **D**] wants Emma to be surprised when she sees the foal

Writing – Informational

TEKS PRACTICE 2.11.D.vi

Think about a time when you had to help someone. On a separate sheet of paper, describe that experience. Make sure that you use prepositions and prepositional phrases correctly in your writing. Remember the characteristics of informational writing as you write.

Name ____________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 I like our climate because we have all four seasons.

○ today's temperature

○ strong storms

● weather over time

---

2 At our family reunion, each generation had stories to tell.

○ all different ages

● group born at about the same time

○ only the oldest family members

---

3 My brother loves to read about insects, especially moths.

○ animals with two legs and two wings

● animals with six legs and three main parts to their bodies

○ animals with eight legs and two main parts to their bodies

---

4 Each student wrote about their favorite mammal.

○ warm-blooded animals with feathers, wings, and a beak that lay eggs and are often able to fly

○ cold-blooded animals with dry, scaly skin that lay eggs

● warm-blooded animals, often covered with fur, that feed their young with their milk

---

5 Every fall, I watch the migration of Canadian geese.

● movement ○ running ○ jumping

Name ______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I was not able to go because I had to mow the lawn.

Which word has the same sound as the ow in mow?

● coat ○ cow ○ doubt

---

7 Steven was tired after carrying a heavy load of books.

Which word has the same sound as the oa in load?

○ boss ● flow ○ cloud

---

8 Underwater grasses grow below the dock.

Which word has the same sound as the ow in below?

● throw ○ plow ○ flower

---

9 Are you going to open that bag of oranges?

Which word has the same sound as the o in open?

○ mop ● poem ○ brown

---

10 I only have to dry the dishes, and then I can go.

Which word has the same sound as the o in only?

○ money ● bone ○ lost

Name ______________________________

11 What is the key idea of the section below the heading "Elephants Remember"?

○ Elephants do not always know where to migrate.

● Elephants can recognize places they have traveled.

○ Elephants are often lost and do not know where to go.

---

12 In what section would a reader find information about older female elephants?

○ *The Dry Season Arrives*

● *On Their Way*

○ *Why Is Migration Important?*

---

13 A detail that supports the fact that elephants migrate every year is —

○ they tear down trees when walking

● they always leave the savannah during the dry season

○ they make small pools of water for other animals

Name ____________________

14 What details help support the idea that elephant migration helps other animals? Write your answer on a separate sheet of paper.

---

15 The graphic helps the reader understand –

[✓ **A**] what an elephant migration looks like
B how elephants dig for water
C when the elephants begin their migration
D where the elephants migrate to every year

Writing – Informational

TEKS PRACTICE 2.11.D.x

Think about the yearly migration of an elephant, a monarch butterfly, or another animal that migrates. On a separate sheet of paper, write a short article about one year in the life of an animal that migrates. Make sure you put commas in the correct places. Remember the characteristics of informational writing as you write.

Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 I felt a sense of contentment after taking the test.

● happiness ○ doubt ○ upset

---

2 My older brother stomped away in a rage.

○ bunch ● anger ○ walk

---

3 I have hopes that my math grade will improve.

● wishes ○ ideas ○ numbers

---

4 The soccer team lost twice and faced a lot of disappointments before we won a game.

● failures ○ excitement ○ happiness

---

5 Joseph became alarmed when he could not find his backpack.

● fearful ○ cold ○ playful

Name ______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 Last winter was very mild.

Which word has the same sound as the i in mild?

○ dinner ○ flip ● kind

---

7 I tried to get to the library before it closed.

Which word has the same sound as the ie in tried?

● cried ○ field ○ piece

---

8 It was a fine spring day.

Which word has the same sound as the ie in fine?

● dive ○ eight ○ middle

---

9 I might go with you to the farmers market.

Which word has the same sound as the igh in might?

○ eighty ● tonight ○ weigh

---

10 We cannot use the swings until the paint is dry.

Which word has the same sound as the y in dry?

○ angry ○ cherry ● try

Name ______________________________

11 This selection is a fable because –

- ○ it is based on a true story
- ○ it is about a land that does not exist
- ● it is short and teaches a lesson at the end

---

12 How did the frog end up in the pail?

- ○ He thought that it contained flies.
- ○ He was trying to hide from danger.
- ● He tried to jump on top and fell into it.

---

13 How does the frog solve his problem in the selection?

- ● He kicks his legs until the milk turns to butter.
- ○ He waits for someone to come and get him out.
- ○ He waits until the pail is filled with milk, then swims out.

---

14 What are the most important events in the fable? Why? Write your answer on a separate sheet of paper.

Name ______________________________

15 The moral of this story teaches the reader that –

[✓ **A**] it is important to keep trying

B frogs should stay away from pails

C being curious can be a good thing

D it does not pay to be too curious

Writing – Poetry

TEKS PRACTICE 2.12.A

Think of a lesson that you might have learned when you faced a problem. How would you describe that lesson in a poem? On a separate sheet of paper, write three ideas about your poem's topic.

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Name ______________________________

TEKS PRACTICE 2.3.D

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 The moccasins were made of deerskin and decorated with beadwork.

● shoes ○ sports ○ streets

---

2 We have great admiration for my uncle.

● respect ○ friendship ○ time

---

3 Toby was exhausted after shoveling snow.

○ alone ○ believed ● tired

---

4 We learned that American Indians made medicines from many different plants.

○ nature ● cures ○ deerskins

---

5 A messenger delivers packages to earn money.

○ hero ○ truck ● carrier

Name ____________________

TEKS PRACTICE 2.3.C

Phonics

Directions: Choose the word with the comparative ending that best completes each sentence.

6 I think the dog is much ______ than the cat.

○ largest ● larger ○ large

---

7 The fall season is the ______ time of year for my family's apple orchards.

○ busy ● busiest ○ busier

---

8 My pet hamster is ______ than my bird.

○ friendliest ○ friendly ● friendlier

---

9 That puzzle was the ______ one I have ever solved.

● hardest ○ hard ○ harder

---

10 Yesterday was a ______ day than today.

○ hottest ● hotter ○ hot

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Name ______________________________

11 This selection is a legend because —

○ it is a true story based on real characters

○ it is a story that takes place in the future

● it is a story that tells about a hero or an event

---

12 The author uses the words *"Once upon a time"* to —

○ explain how animals could once talk

● show that the story took place long ago

○ describe what will happen next in the story

---

13 How does the author use Chipmunk's song to help tell the story?

● The song shows why we have both day and night.

○ The song makes Black Bear decide that he likes day and night, too.

○ It shows how chipmunks have become known for their chirpy sounds.

---

14 What words does the author use to show that Chipmunk feels strongly about day and night? Choose two details that support your answer. Write your answer on a separate sheet of paper.

Name ____________________

15 The legend helps to explain why –

[✓ **A**] chipmunks look the way they do
B chipmunks sleep during the winter
C chipmunks can make singing noises
D chipmunks and bears do not get along

TEKS PRACTICE 2.12.A

Writing – Poetry

Think of an animal you know. On a separate sheet of paper, write a short poem about this animal. In your poem, use words that will help describe what the animal looks or sounds like.

Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 The cherry tree blossoms begin appearing in spring.

● flowers ○ divisions ○ openings

---

2 The shop owner showed us a very expensive painting.

● costly ○ slippery ○ reasoned

---

3 Rosa took her bicycle to the mechanic at the shop.

○ artist ○ librarian ● worker

---

4 My mother forgave my little brother after he dropped her favorite bowl.

○ followed ● excused ○ reminded

---

5 Katy and I were stranded at school.

○ apart ○ hidden ● stuck

Name ______________________________

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Choose the word that has the same sound as the *r*-controlled vowel in the underlined word.

6 Which word has the same sound as ir in chirp?

○ airplane ● birthday ○ fire

---

7 Which word has the same sound as the er in alert?

○ hero ○ merry ● perfect

---

8 Which word has the same sound as the ur in burn?

● hurt ○ our ○ pour

---

9 Which word has the same sound as the er in serve?

○ cheer ○ here ● verb

---

10 Which word has the same sound as the ur in church?

● turn ○ poured ○ your

Name ____________________________

11 An important lesson in both folktales is –

○ respect for nature

● the importance of friendship

○ how hard it can be to grow up

---

12 What is one difference between the two stories?

○ One story is inside a house, and the other is in a cottage.

● One story is about a small boy, and the other is about a small girl.

○ One story is about being very small, and the other is about being very tall.

---

13 How is the mouse in each story different?

○ One is in a hole, while the other is under a leaf.

○ One is running, while the other is out for a walk.

● One lives in a house, while the other lives in the woods.

---

14 How are the two selections the same? Write your answer on a separate sheet of paper. Choose three details from the selections to support your answer.

15 The authors of both stories use the words "*walnut*," "*tiny*," and "*small*" to show –

[✓ **A**] how little the children were

B the materials in the children's clothing

C the types of furniture in the mouse hole

D how nature took care of the two children

TEKS PRACTICE 2.12.A

Writing – Poetry

Think of the stories you just read. How would you describe the mice in a poem? On a separate sheet of paper, write a poem about the mice. Use alliteration in your poem.

Name ____________________

TEKS PRACTICE 2.3.B

Vocabulary

Directions: Choose the word or word group that most closely matches the meaning of the underlined word.

1 In the past, American Indians survived by using natural resources.

○ created at festivals

● produced by nature

○ from towns and cities

---

2 We gave a speech about how sports can be important in society.

○ nature ○ health ● community

---

3 I pick up trash in the forest to show respect for the Earth.

○ direction ○ quiet ● honor

---

4 My grandmother's cure for a bad cold is chicken soup.

● medicine ○ thought ○ use

---

5 Jamal described his family traditions in class today.

○ dreaming ○ examples ● customs

Name ________________________

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 I will tell you all about my new dog.

Which word has the same sound as the ou in about?

○ blow ● clown ○ toy

---

7 My baby brother likes toys that are round.

Which word has the same sound as the ou in round?

○ grow ● power ○ oil

---

8 Jake and his sister Anna have brown eyes.

Which word has the same sound as the ow in brown?

○ broil ● sound ○ joyful

---

9 Milk sitting out on the counter will spoil.

Which word has the same sound as the oi in spoil?

○ growl ○ howl ● boy

---

10 We saw a painting of the royal family.

Which word has the same sound as the oy in royal?

○ bow ● point ○ jump

Name ____________________

11 The main purpose of this selection is to —

○ tell people how to make an American Indian drum

○ explain a story about nature and American Indians

● describe why drums are important to American Indians

12 The author includes the headings in bold to —

● organize the information for the reader

○ talk about the history of the American Indian drum

○ show a history of how the drums were used

13 Why does the author include the picture in the selection?

● To show what one of the drums looks like

○ To show how a person learns to play the drum

○ To give an example of what an American Indian drum sounds like

14 How does the author explain the idea that American Indian drums help people keep a close connection to nature? Write your answer on a separate sheet of paper.

Name______________________________

15 The reason the author wrote this text is to –

○ entertain the reader with a story about a special drum

○ explain how to learn to play an American Indian drum

● give information and facts about American Indian drums

○ teach people how to make an American Indian drum of their own

---

TEKS PRACTICE 2.12.A

Writing – Poetry

Think of an instrument, a dance, or a type of music that is important to you, your culture, or the culture of someone you know. On a separate sheet of paper, write a short poem about what you chose. Use figurative language or sound devices in your poem.

Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that most closely matches the meaning of the underlined word.

1 I want to learn how to make that sauce.

● liquid served with food
○ chewy type of noodle
○ braided kind of bread

---

2 My favorite breakfast is a plain bowl of cereal.

○ soft ● simple ○ useful

---

3 Many kinds of dairy products come from a cow.

○ events ● foods ○ ways

---

4 My uncle loves my grandmother's spicy foods!

○ flat shape
○ chunky pieces
● strong flavor

---

5 Please check the recipe to make sure we have all the ingredients for our cake.

○ people to eat a dish
● foods to make a dish
○ pots and pans to cook a dish

Name ______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Choose the word that has the same vowel sound as the underlined word.

6 The vowel team in goose sounds the same as the vowel team in –

○ blow ● blue ○ toast

---

7 The vowel team in clue sounds the same as the vowel team in –

● bruise ○ butter ○ point

---

8 The vowel team in flew sounds the same as the vowel team in –

● argue ○ enough ○ flow

---

9 The vowel team in juice sounds the same as the vowel team in –

● room ○ foot ○ spout

---

10 The vowel team in cool sounds the same as the vowel team in –

○ coal ○ tough ● suit

Name ________________________________

11 What part of the selection has numbered steps?

○ The story of Li and her sister

○ The list of the ingredients for the recipe

● The directions that show how to make the cookies

---

12 What is the second step of the recipe?

● Dropping the batter on a cookie sheet with a spoon

○ Writing the messages that will be placed inside the cookies

○ Mixing the egg whites, sugar, salt, butter, flour, and almond flavor

---

13 Why does the author include the text box in the selection?

○ To tell the history of Chinese fortune cookies

○ To describe how the batter is supposed to look

● To show that having adult help is very important

---

14 What does this selection tell you about the two sisters? Write your answer on a separate sheet of paper.

Name ____________________

15 From the information provided in the selection, the reader can infer that –

A the sisters are making the cookies for dinner

[✓ **B**] the sisters and their parents enjoy baking fortune cookies together

C the sisters disagree on who does what in the kitchen

D the sisters and their friends often try recipes together

TEKS PRACTICE 2.12.A

Writing – Poetry

Think of a special food or treat you enjoy. Do you make it with your family, or do you just like to eat it? On a separate sheet of paper, write a short poem about this special food. Include rhyming words in your poem.

Name ______________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or phrase that most closely matches the meaning of the underlined word.

1 The teacher will not accept late homework.

● allow ○ beginning ○ complete

2 Jay's father said he is allowed to go on the field trip.

● able ○ angry ○ aware

3 The puzzle with one hundred pieces is a challenge for him.

○ careful plan ○ terrible mess ● something difficult

4 The determined runner reached the finish.

○ lost and confused ○ hopeless ● unwilling to quit

5 We refused to eat the food because we were full.

● did not do ○ decided ○ wanted

Name ______________________________

TEKS PRACTICE 2.2.B.v

Phonics

Directions: Read each VC/V word. Fill in the bubble next to the word that is correctly divided into syllables.

6 **wagon**

● wag/on ○ wa/gon ○ w/agon

---

7 **robin**

○ ro/bin ● rob/in ○ robi/n

---

8 **lemon**

● lem/on ○ l/emon ○ le/mon

---

9 **medal**

○ me/dal ○ meda/l ● med/al

---

10 **melon**

● mel/on ○ me/lon ○ melo/n

Name ________________________________

11 A question the reader might have after reading paragraph 5 is –

○ Where did Bessie go to school?

● What kinds of tricks did Bessie do?

○ When did Bessie decide to become a pilot?

---

12 What caused Bessie to move to Chicago?

○ She wanted to go to college.

○ She wanted to work on the farm.

● She wanted to live with her brother.

---

13 Which words from the selection show that it is written in time order?

○ *Part of a large family*

○ *Bessie found hobbies*

● *In 1922*

---

14 What was one effect of Bessie becoming a pilot who did tricks? Write your answer on a separate sheet of paper.

Name ______________________

15 In paragraph 4, what is an effect of Bessie wanting to become a pilot?

[✓ **A**] She moved to France.

B She moved to Chicago.

C She moved to Oklahoma.

D She came back to the United States.

Writing – Narrative

TEKS PRACTICE 2.12.A

Bessie Coleman was trying something new when she learned to fly. Think of a time you wanted to try something new. On a separate sheet of paper, write a short personal narrative about that time. Include at least three details about what happened.

Name ____________________

Building On Nature:
The Life of Antoni Gaudí

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that most closely matches the meaning of the underlined word.

1 He often observes animals out in nature.

○ hides ○ moves ● watches

---

2 He wanted to be an architect when he grew up.

○ metalsmith
● building designer
○ librarian

---

3 We will see many monuments in the city.

● statues ○ tanks ○ titles

---

4 She was very proud of her creations from art camp.

○ towns to visit
○ places to swim
● things that are made

---

5 The new building had arches at the top.

● curves ○ stairs ○ trails

Name ______________________________

TEKS PRACTICE 2.2.B.iii

Phonics

Directions: Read each V/CV word. Fill in the bubble next to the word that is correctly divided into syllables.

6 human

● hu/man ○ hum/an ○ h/uman

---

7 even

○ ev/en ○ eve/n ● e/ven

---

8 lotion

○ lot/ion ● lo/tion ○ l/otion

---

9 motor

○ mot/or ● mo/tor ○ m/otor

---

10 tulip

● tu/lip ○ tul/ip ○ t/ulip

Name ________________________________

11 The author uses the heading “Mary’s Style” –

○ to show the reader how hard Mary worked to become an artist

○ to explain to the reader that Mary was an artist at a young age

● to help the reader find information about what Mary liked to paint

---

12 Which sentence best explains the first picture?

○ *Mary Cassatt was born in 1844 in Pennsylvania.*

○ *Mary traveled the world with her family.*

● *She went to different schools and liked to read.*

---

13 Which sentence from the selection helps the reader imagine what Mary’s paintings look like?

○ *Mary took art lessons in Paris.*

○ *She began to study and copy the work of famous painters.*

● *Later, she painted other people, such as mothers and their children.*

---

14 Look at the second picture. How does the second picture connect to the selection? Choose one detail from the selection that supports your answer. Write your response on a separate sheet of paper.

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15 The author uses the heading "A Young Artist" to —

A explain to the reader what Mary's time in school was like

B help the reader imagine the place where Mary Cassatt grew up

C show the reader how Mary traveled throughout the world with her family

[✓ **D**] help the reader find information about how Mary first became an artist

---

Writing – Narrative

TEKS PRACTICE 2.12.A

Mary loved art from a young age and kept working hard to become an artist. Think of a time in your life when you worked hard for something. Write a paragraph about the setting of that event on a separate piece of paper. Tell when and where the story happened. Add sensory details to help readers picture the setting.

Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that most closely matches the meaning of the underlined word.

1 She leaned down and inhaled the smell of the flowers.

○ blew out ● breathed in ○ turned from

---

2 There were ten plots of land in the small neighborhood garden.

● areas ○ hills ○ puddles

---

3 She saw a mural on the wall of the building.

○ animal ● painting ○ rag

---

4 The dark blue fabric of the jeans faded over time.

○ got dirty ● lost color ○ ripped apart

---

5 The tree branches drooped to the ground after the storm.

○ broke off ○ grew straight ● hung down

Name ______________________________

Phonics

Directions: Find the suffix in each word shown in bold.

6 careful

● ful ○ eful ○ reful

---

7 quietly

● ly ○ tly ○ etly

---

8 visitor

● or ○ tor ○ itor

---

9 leader

● er ○ der ○ ader

---

10 senseless

○ ss ○ ess ● less

Name ______________________________

11 What is the main theme of "The Neighbor's Garden"?

● Helping others makes you feel good, too.
○ Hard work can help your dreams come true.
○ Gardens can become overgrown very quickly.

---

12 Malik and Kiara would most likely agree that –

○ Mrs. Johnson gets hurt often
● Mrs. Johnson is a good neighbor
○ Mrs. Johnson's garden is too big

---

13 Which sentence from the selection shows that Mrs. Johnson likes the help from her neighbors?

○ *Malik agreed that it was a great plan.*
● *"It is so great to have neighbors like you."*
○ *Soon, the garden was the prettiest one on the block again.*

---

14 In paragraph 10, Malik says, "*We're pretty lucky, too.*" How does this support the theme of the story? Write your answer on a separate sheet of paper.

Name ______________________________

15 Which sentence from the selection best expresses the theme of the story?

A *"I wonder if she can't get around well enough to garden."*

B *They rushed next door to offer their help.*

[✓ **C**] *It felt great to help their neighbor.*

D *Soon, the garden was the prettiest one on the block again.*

Writing – Narrative

TEKS PRACTICE 2.12.A

Think of a time you did something to help someone else. Write a paragraph about that time on a separate sheet of paper. Use time-order words to show the sequence of events in your story.

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Name ________________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 The bakery was filled with the scents of baked goods.

● smells ○ sounds ○ tastes

---

2 The shoes were useless once the strap broke off.

○ like new

○ ready to wear

● not good

---

3 The cookie will crumble if you pick it up while it is warm.

● break ○ melt ○ stick

---

4 The cups are made of colored plastic.

○ cloth ○ clay ● material

---

5 We will pick up all the garbage in the park.

○ plants ○ toys ● trash

Name ______________________________

TEKS PRACTICE 2.2.B.vi

Phonics

Directions: Choose the word that has the same prefix as the boldfaced word.

6 unable

○ union ● unlucky ○ unicorn

---

7 reaction

○ rent ● repaint ○ rest

---

8 prework

○ press ○ pretty ● preview

---

9 disagree

○ dishes ○ disk ● disconnect

---

10 discomfort

○ distance ● disappear ○ dizzy

Name ______________________________

11 Which text structure did the author use to write the selection "Louis's Alphabet"?

- ● Time-order structure
- ○ Cause-and-effect structure
- ○ Personal narrative structure

---

12 What was the effect of Louis hearing about Barbier's code?

- ○ Louis asked Barbier to make a new code.
- ○ Louis got the French Army to use the code.
- ● Louis invented a way for blind people to read quickly.

---

13 Which pair of sentences from the selection has words that show time has passed?

- ○ *The pages of the books had raised letters placed on paper. Blind students read by running their fingers over each letter.*
- ○ *The code used raised dots placed on cardboard. The dots represented sounds.*
- ● *First, he created an alphabet made of raised dots. Then, he tested it.*

---

14 Why do you think the author chose to use this type of text structure to tell the story of Louis Braille? Write your answer on a separate sheet of paper.

15 Which words in paragraph 5 help the reader understand that time is passing in the selection?

A *make the code better*

[✓ **B**] *By 1824*

C *made reading easier*

D *honoring the young boy*

Writing – Narrative

TEKS PRACTICE 2.12.A

Think of a time you had a problem that you wanted to solve. On a separate piece of paper, write about the problem and how you tried to solve it. Include chronological words in your paragraph.

Name ____________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word that most closely matches the meaning of the underlined word.

1 The volunteers picked up trash on the playground.

● unpaid helpers
○ farmers
○ paid workers

---

2 Juan's best skill is cooking.

● does well ○ needs help ○ does poorly

---

3 Lily was busy organizing her friend's party.

● planning ○ finding ○ forgetting

---

4 The class will participate in the pet fair.

○ play ○ split ● join

---

5 Every dog in the shelter needs a family.

● safe place ○ backyard ○ pet store

Name ____________________

TEKS PRACTICE 2.2.B.v

Phonics

Directions: Read each VCCV word. Fill in the bubble next to the word that is correctly divided into syllables.

6 **dentist**

○ de/ntist ○ dent/ist ● den/tist

---

7 **tablet**

● tab/let ○ ta/blet ○ tabl/et

---

8 **insect**

○ i/nsect ● in/sect ○ ins/ect

---

9 **winter**

● win/ter ○ wint/er ○ wi/nter

---

10 **cactus**

○ cact/us ○ ca/ctus ● cac/tus

Name ____________________________

11 What kind of text is the selection?

○ Fiction

○ Biography

● Persuasive

---

12 What does the author want the reader to do?

○ Honor a person

● Have a service party

○ Have fun on a special day

---

13 Which sentence from paragraph 2 helps you know the author's argument?

○ *People get together in a school or neighborhood.*

○ *They might eat food, play games, and listen to music.*

● *But at a service party, people can also do something great.*

Name ______________________________

14 What is the main argument of this selection? What are some of the reasons that the author uses to support the argument? Write your answer on a separate sheet of paper.

15 Read the following sentences from paragraph 3.

> *They could spend the first two hours of the party cleaning the park. Then, they could have a party.*

The author includes these sentences to –

A invite people to a service party

B describe what happened at her last birthday party

C give a reason that a regular party is better than a service party

[✓ **D**] give an example to support her argument for service parties

Writing – Narrative

TEKS PRACTICE 2.12.A

Think of a time when you have worked with a group to accomplish a goal. On a separate sheet of paper, write a paragraph to tell about it. Use adjectives and adverbs to make your writing more interesting. Remember the characteristics of a personal narrative as you write.

Name ______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 They drove along the coast.

● land near the sea
○ land near the desert
○ land near the mountains

---

2 The plains seem to go on forever.

○ lakes ○ islands ● flat land

---

3 It is hard to survive in the desert.

○ ashes and lava ● dry, sandy area ○ deep waters

---

4 The Grand Canyon is a national park.

○ dark forest
○ gentle lake
● valley with steep sides

---

5 I can see the volcano from our home.

○ dune and beach
○ grassland and prairie
● opening in Earth's crust

Name____________________________

TEKS PRACTICE 2.3.D

Phonics

Directions: Read each sentence. Fill in the bubble next to the meaning of the underlined homograph.

6 The bat flew through the sky at night.

● animal ○ flutter ○ wooden stick

7 We saw her wave as she drove away.

● move hand ○ pattern ○ water

8 She wore a ring on her finger.

○ stadium ● piece of jewelry ○ type of sound

9 The class will follow her down the hallway.

○ feathers ○ sad ● toward a place

10 The children stood in a row at school.

● line ○ fight ○ street

Name________________________________

5 Mount Everest is an amazing mountain. It is always changing, but one thing is for sure. Climbers who want to climb to the top will have the challenge of a lifetime!

---

11 Which key detail in paragraph 1 supports the statement that Mount Everest is the tallest mountain in the world?

● *It rises over five miles above Earth's surface.*

○ *The top of Mount Everest is covered with snow and ice.*

○ *It is very hard to climb Mount Everest.*

---

12 Which sentence from paragraph 3 describes why Mount Everest is growing each year?

○ *But Mount Everest grows a little every year.*

● *The growth is caused by the movement in the earth.*

○ *Most people cannot even tell it is growing.*

---

13 Which detail from paragraph 2 supports the idea that Mount Everest is not easy to climb?

○ *Many people want to climb Mount Everest.*

● *Mountain climbers need special equipment.*

○ *People come from places all around the world to climb Mount Everest.*

---

14 What do the details from paragraph 5 help to explain about Mount Everest? Write your answer on a separate sheet of paper.

Name ______________________________

15 An important idea presented in this selection is that –

A Mount Everest is fun to climb

B Mount Everest is easy to climb

[✓ **C**] Mount Everest is a challenge to climb

D Mount Everest is not safe for climbers

Writing – Informational

TEKS PRACTICE 2.12.B

People who climb Mount Everest have to follow certain steps to prepare for their climb. Think of something that you know how to do. Think about how you could use step-by-step directions to teach someone else how to do it. On a separate sheet of paper, write step-by-step directions that would teach someone else about something you know how to do.

Name______________________________

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Water flows down the river.

○ changes ● moves ○ joins

---

2 People moved away after the disaster.

○ ice moving slowly

● event causing loss

○ waterfall moving rock

---

3 He will try not to ruin his shirt.

○ use ○ fix ● destroy

---

4 We had a small amount of rain.

● quantity ○ season ○ place

---

5 The storm caused damage.

○ melting ● harm ○ landforms

Name ______________________________

TEKS PRACTICE 2.2.B.v

Phonics

Directions: Read each boldfaced double consonant word. Fill in the bubble next to the word that is correctly divided into syllables.

6 **channel**

● chan/nel ○ cha/nnel ○ chann/el

---

7 **collect**

○ co/llect ● col/lect ○ coll/ect

---

8 **kitten**

○ ki/tten ● kit/ten ○ kitt/en

---

9 **matter**

● mat/ter ○ matt/er ○ ma/tter

---

10 **gallon**

○ ga/llon ○ gall/on ● gal/lon

Name ______________________________

There are many volcanoes in the area around the edges of the Pacific Ocean. The moving plates there cause volcanoes to form.

---

11 Which idea is found in both selections?

○ Hot liquid rock is called magma.
○ Most earthquakes are small, but powerful.
● Changes begin deep below the surface of Earth.

12 Both selections show that forces of nature can –

● change Earth
○ cause magma to flow
○ happen for no reason

13 What is one way the selections are different?

● They have different topics
○ One is fiction and one is nonfiction
○ They have different numbers of paragraphs

14 What new understanding can be formed after reading "The Power or Earthquakes" and "The Fury of Volcanoes"? Write your answer on a separate sheet of paper.

Name____________________________________

15 With which statement would the author of both selections agree?

A Earthquakes are more powerful than volcanoes.

B Volcanoes are more powerful than earthquakes.

[✓ **C**] Earthquakes and volcanoes are both very powerful.

D Earthquakes and volcanoes do not affect Earth.

Writing – Informational

TEKS PRACTICE 2.12.B

Think about how the author describes what happens when a volcano erupts. On a separate sheet of paper, write a list of steps that happen before and during a volcanic eruption. Include the words *first, next, then,* and *last.*

Name ______________________________

TEKS PRACTICE 2.3.D

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 The fox lives in a den.

● resting place ○ hive with bees ○ small pond

---

2 The grass was slippery after the rain.

○ keeping warm ○ staying afloat ● causing sliding

---

3 The surface of the pond was like glass.

○ bottom ○ plants ● top

---

4 Some animals live underground during winter.

○ above the ground
○ on a hillside
● beneath the ground

---

5 I hope the plants survive the snowy winter.

○ leave alone ● live through ○ bloom during

Name______________________________

TEKS PRACTICE 2.2.B.i

Phonics

Directions: Read each sentence and the question that follows it. Choose the best answer.

6 She gave a big yawn when she woke up.

Which word has the same sound as the aw in yawn?

● author ○ flow ○ park

---

7 She asked for sauce for her pasta.

Which word has the same sound as the au in sauce?

● chalk ○ mouse ○ crow

---

8 He taught his brother how to read.

Which word has the same sound as the augh in taught?

● draw ○ gather ○ house

---

9 They talk to each other during lunch.

Which word has the same sound as the al in talk?

○ wow ● fault ○ tale

---

10 Driving the speed limit is the law.

Which word has the same sound as the aw in law?

○ farmer ○ glow ● caught

Name______________________________

11 Which characters does the reader meet in the stage directions between paragraphs 1 and 2 of the play?

● Mom and Dad
○ Dad and Tiana
○ Tiana and Mom

---

12 The setting of the play is —

● a city apartment in winter
○ Florida in the spring
○ the airport in the winter

---

13 Which is an example of dialogue from the play?

○ *A family is packing*
○ *Tiana looks up from her bag.*
● *Yes, let's save Florida for the spring.*

---

14 How can you tell that this selection is a play? Write your answer on a separate sheet of paper.

Name ____

15 Which line from the play supports the idea that Tiana is not upset about the change in plans?

A *But we've been planning for months!*

B *Packing it! But now we cannot go.*

C *Tiana, it is warm in Florida.*

[✓ **D**] *Yes, let's save Florida for the spring.*

Writing – Informational

TEKS PRACTICE 2.12.B

In the play, Tiana follows steps to prepare for her trip. Think of something you know how to do that follows a set of steps. On a separate sheet of paper write the title of the process, then write the directions for the steps you need to follow. Include words like *first, next,* and *last.*

Name ____________________

TEKS PRACTICE 3.2.B

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 The lava flowed along the ground.

○ solid earth ● melted rock ○ icy water

---

2 The workers began construction on the bridge.

○ driving ○ pushing ● building

---

3 The cinder is glowing in the fireplace.

○ baking bread ● burning coal ○ growing plant

---

4 We climbed the volcano to see the crater.

● hole at the top ○ cloud of ash ○ hissing steam

---

5 The road was closed, so we took a detour.

● different route ○ same road ○ long break

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Name ______________________________

TEKS PRACTICE 2.2.B.v

Phonics

Directions: Read each sentence and look at the underlined VCCCV word. Choose the correct way to divide the underlined word into syllables.

6 I had to subtract the two numbers.

● sub/tract ○ subt/ract ○ subtr/act

7 The chipmunks made an extra entrance to their den.

○ e/xtra ● ex/tra ○ extr/a

8 I ran farther than I ever had before.

○ fa/rther ● far/ther ○ farth/er

9 I worked on the project with a partner.

○ pa/rtner ○ par/tner ● part/ner

10 Carlos improved at basketball by practicing each day.

● im/proved ○ imp/roved ○ impr/oved

11 Why does the author repeat the line "*Moving and churning*" in every other stanza?

○ To help the reader learn words about a volcano

● To describe the movement in and around volcanoes

○ To make it easier for the reader to read this poem

---

12 What patterns of words does the author use in this poem?

○ The author rhymes every line of the poem.

○ The author rhymes the first and third lines of each stanza.

● The author rhymes the second and fourth lines of each stanza.

---

13 What pair of words forms a rhyme at the ends of the lines in stanza 2?

○ Now, not

● Way, stay

○ This, me

---

14 Find rhyming words in one of the poem's stanzas. Explain how the rhyme helps you read the poem. Write your response on a separate sheet of paper.

Name______________________________

15 Stanza 8 ends with the word *below* in capital letters. What does this tell the reader?

A The volcano is tall.

B The volcano is wondering what lava is.

[✓ **C**] The volcano is warning the reader about lava.

D The volcano is confused about what will happen next.

Writing – Informational

TEKS PRACTICE 2.11.C

The selection describes the steps in a volcanic eruption. On a separate sheet of paper, write a short procedural text about the steps in an eruption. After you finish, go back and make your work better by making at least two changes to your draft.

Name ______________________________ Rocks!

TEKS PRACTICE 2.7.F

Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

1 Coal and gold are two minerals dug from the Earth.

● solid, nonliving materials

○ rocks from meteorites

○ beach stones

---

2 The cliff was made of many layers of rock.

○ tiny pieces ● thin or thick parts ○ gastroliths

---

3 Deep under the volcano was magma.

○ sedimentary rock ● melted rock ○ solid rock

---

4 Scientists looked at the fossils of ancient fish.

○ graphite ○ humus ● shapes in rock

---

5 The farmer planted seeds in the soil.

○ nutrients ● dirt ○ metal

Name ____________________

TEKS PRACTICE 2.2.B.iv

Phonics

Directions: Read each sentence and the underlined word. Choose the correct abbreviation for the underlined word.

6 Lin's house is located on Main Street.

● St. ○ Ste. ○ Str.

---

7 My brother is six feet tall.

○ fe. ○ fet. ● ft.

---

8 Mister Tomas teaches fifth grade.

○ Mi. ○ Mtr. ● Mr.

---

9 The United States Navy has many ships.

● U.S. ○ Ud.Ss. ○ Un.St.

---

10 Doctor Smith worked at the hospital.

○ Dc. ● Dr. ○ Dt.

Name ______________________________

11 What is the main idea of the section titled “Marble”?

○ Marble is like iron ore.

● Marble is a metamorphic rock.

○ Marble can be used to make tools.

---

12 What is the central idea of the section titled “Iron”?

○ Iron ore can float in the ocean.

○ Iron ore is like marble and granite because it is a rock.

● Iron ore formed long ago in oceans and can be used to make iron.

---

13 Which section is mostly about a strong type of rock that is formed deep inside volcanoes?

○ Iron

○ Marble

● Granite

---

14 Based on the information in the selection, why do you think people use rocks? Write your answer on a separate sheet of paper.

15 The author begins by writing, "*Some people think all rocks are the same.*" How does this help the reader understand the main idea?

A It helps the reader realize that all rocks are the same.

B It helps the reader understand that all rocks form in volcanoes.

[✓ **C**] It helps the reader understand that all rocks are not the same.

D It helps the reader realize that all rocks are metamorphic rocks.

Writing – Informational

TEKS PRACTICE 2.11.D.x

Imagine that you collect rocks. On a separate sheet of paper, describe how you find your rocks and what they look like. After you finish, go back and check your work. Make sure to edit for capitalization and punctuation.